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ABSTRACT

Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the following four sections that represent parts of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: equal access and opportunities; sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education; curriculum management and instructional materials; personnel development, comprehensive systems of guidance, counseling, placement, and follow-through; administration at the state and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and state. (Author/BM)

ED151611

CURRENT PROJECTS IN VOCATIONAL EDUCATION-FY 1977

ABSTRACTS OF PROJECTS SUPPORTED IN FISCAL YEAR 1977
UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968
(PARTS C, D, I AND J)

Compiled and Edited by

Lois Ann Sellers and Ruth Gordon

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

February 1978

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ABSTRACT

This compilation presents abstracts of new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. (*Current Projects in Vocational Education - FY 1976* is available in ERIC as ED 138 782.) Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by State within each of the four sections that pertain to the part of Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: equal access and opportunities; sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education; curriculum management and instructional materials; personnel development for vocational education; comprehensive systems of guidance, counseling, placement and follow-through; administration of vocational education at the State and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period, and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and State.

FOREWORD

It is important that educators be aware of ongoing vocational education research and development to reduce duplication of activities and facilitate incorporation of innovations into programs. The National Center for Research in Vocational Education, through the AIM/ARM project, is pleased to have assisted in disseminating such information by compiling this catalog of abstracts of current projects in vocational education. It presents a record of research and development activities during fiscal year 1977 and provides vocational education researchers, program planners, curriculum developers, evaluators, teacher educators, counselors, teachers, and administrators with an easy-to-use compendium of projects in progress.

We wish to thank the Bureau of Occupational and Adult Education staff for assisting in identifying projects and providing information, and the many project directors whose abstracts and/or proposals were essential for preparation of this catalog.

Robert E. Taylor, Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

Division of Research and Demonstration

The mission of the Division of Research and Demonstration (DRD) is to provide leadership to the vocational education community, to administer national discretionary programs, to stimulate and sustain quality in vocational education, to contribute to the solution of problems in vocational education, and to provide equal access and opportunity to all. The national significance of the programs for which DRD is responsible involves the establishment of a delivery system for innovation and change in vocational education, an inherent part of which is recognition of emerging and changing issues and involves risk taking. The marketing and distribution of products resulting from DRD research and development programs which are developed in accordance with high standards of quality contribute to the improvement of vocational education programs in the States and territories as well as in other sections including the Bureau of Adult Education (BOAE), the vocational education R&D community, and professional organizations.

Research Branch

The Research Branch is responsible for administering the U.S. Commissioner of Education's discretionary vocational education research program, authorized by Section 131(a) of Part C of the Vocational Education Amendments of 1968. Half of the funds appropriated for Part C are given directly to the States and territories on a formula basis for their discretionary use. The States' half of the appropriated funds may be used to support up to 75 percent of the cost of Research Coordinating Units and up to 90 percent of the cost of the projects. The fiscal year of 1977 appropriation for the State grant portion of Part C was $6,731,059.

The portion for the Commissioner of Education's discretionary funding may be used to make grants and contracts for supporting applied and developmental studies, as well as curriculum development, demonstration, evaluations, and dissemination. The Commissioner's fiscal year 1977 appropriate was $6,731,059.

The priority areas which the Commissioner's fiscal year 1977 appropriations were to address were announced in the December 10, 1976 issue of the *Federal Register* under the following major headings:

1. Equal Access and Opportunities.
2. Sex-Role Stereotyping and Sex Bias.
3. Education and Work Program.
4. Adult and Postsecondary Vocational Education.

5. Curriculum Management and Instructional Materials.
6. Personnel Development for Vocational Education.
7. Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through.
8. Administration of Vocational Education at the State and Local Level.

A total of 92 projects were sponsored under these eight priority areas: equal access and opportunities (10 projects); sex-role stereotyping and sex bias (13 projects); education and work program (10 projects); adult and postsecondary vocational education (16 projects); curriculum management and instructional materials (14 projects); personnel development for vocational education (8 projects); comprehensive systems of guidance, counseling, placement and follow-through (12 projects); and administration (9 projects). An additional five efforts were funded as special projects for improving vocational education, several of which were procured by formally advertising for bids in the *Commerce Business Daily*.

Demonstration Branch

The Demonstration Branch is responsible for administering the U.S. Commissioner of Education's discretionary vocational education demonstration program authorized by Section 142(c) of Part D of the Vocational Education Amendments of 1968. Half of the funds appropriated for Part D are given directly to the States and territories on a formula basis for their discretionary use. The fiscal year 1977 appropriation for the State grant portion of Part D was $8,000,000.

The portion for the Commissioner of Education's discretionary FY 1977 funding, $8,000,000, may be used to make grants and contracts for purposes of stimulating, through Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation.

The priority programs which the Commissioner's fiscal year 1977 appropriations were to address were announced in the October 22, 1976 issue of the *Federal Register* as follows:

1. Program Priority I - Demonstration of the National Institute of Education's (NIE's) Experience-Based Career Education (EBCE) Program.
2. Program Priority II - The further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's EBCE program in conjunction with an in-school cluster structure designed for occupational exploration and initial job preparation.

3. Program Priority III - The further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education Program in expanded, improved, or newly developed cooperative vocational education and work experience programs, excluding Work Study Programs funded under Part H of the Vocational Education Act, Public Law 90-576.

A total of 10 new projects were initiated under these three priority areas in FY 1977. An additional 56 projects are continuations of career education and cluster projects initially funded prior to FY 1977.

The Demonstration Branch is also responsible for administering the Commissioner's discretionary bilingual vocational training program, authorized by Section 194(a) of Part J of the Vocational Education Act as added by Section 841(a)(7) of the Education Amendments of 1974, Public Law 93-380. The fiscal year 1977 appropriation for Part J was $2.8 million.

The rules and regulations for the fiscal year 1977 program which were announced in the November 17, 1976 issue of the *Federal Register*, stated that the applicants should design projects which:

1. Serve persons who are unable to secure gainful employment suited to their needs, interests, and abilities because they are of limited English-speaking ability.

2. Serve persons who have left or completed elementary or secondary school.

3. Provide training which will increase trainees' opportunities for acquiring skilled employment.

A total of 22 projects were funded in FY 1977. The 22 Part J projects are located in 13 states and train some 1,475 persons. Languages in the projects include Spanish, Chinese, French, Russian, Indian, and Eskimo. Projects are located in community-based agencies, community colleges, institutions of higher education, local education agencies, and vocational technical schools.

Training is offered for a number of job titles including bilingual secretaries, mental health technicians, agricultural workers, geriatric aides, auto mechanics, machinists, emergency medical technicians, home heating repair persons, welders, plastics workers, house framers, data processors, dental assistants, workers in native arts and crafts, graphic designers, professional chefs, financial workers, para-legal aides, para-accounting aides, health assistants, food service workers, metal workers, and office machine repair persons.

Curriculum Development Branch

The Curriculum Development Branch administers the U.S. Commissioner of Education's discretionary vocational education curriculum development program, authorized by Section 191(a) of Part I of the Vocational Education Amendments of 1968. The Commissioner is authorized to make grants to or contracts with colleges and universities, State boards, and other public or nonprofit private agencies and institutions for curriculum development in vocational and technical education. No matching funds are required. The appropriation for FY 1977 was $1,000,000.

The Curriculum Development Program provides for the development and dissemination of vocational education curriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields. It further provides for: developing standards for curriculum development in all occupational fields; coordinating the efforts of the States with respect to curriculum development and management; surveying curriculum materials produced by other agencies; evaluating vocational-technical education curriculum materials; and training personnel in curriculum development.

Major curriculum projects funded in FY 1977 through competitive contracts announced in the *Commerce Business Daily*, were for the trial implementation in Alaska, Idaho, Oregon and Washington, of a system to make available to schools and colleges military-developed vocational instructional materials; field testing in high schools and postsecondary institutions previously developed curriculums in areas of small business ownership/management; the development and field testing of teaching/learning modules in nuclear quality assurance and quality control; and design for decisionmaking and materials development for bilingual vocational training.

Two curriculum coordination centers were funded as a result of grant competitions announced in the *Federal Register*, and four centers were continued under provisions of previous awards. The six curriculum centers form a national network for the purpose of facilitating State curriculum development efforts and services. Coordination is achieved through State curriculum liaison representatives. In addition, an award was made for a mini-conference of State directors of vocational education for the purpose of identifying needed improvements in activities and procedures of the curriculum coordination centers, particularly in relation to provisions of Public Law 94-482.

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ABSTRACTS OF FUNDED PROJECTS

PART C: RESEARCH

Priority: Equal Access and Opportunities

APPLICATION NUMBER: 498AH70276 GRANT NUMBER: G007702134

PROJECT TITLE: An Operational Plan for the Vocational Education Network in One Region on the Navajo Reservation.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

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FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The main objective of this project is to design an operational plan for the Vocational Education Network strategy in one region of the Navajo Reservation. The plan will provide a basis for the Navajo Division of Education (NDOE) to: (1) evaluate existing vocational education programs with respect to employment demands, equipment and facilities, and teaching personnel; (2) coordinate and direct existing administrative and educational resources through a joint steering committee with all schools being represented; (3) identify needed and expanded vocational programs and seek additional and/or redirect existing funds/resources to provide for the programs; and (4) determine the type of transportation system needed to deliver students to vocational programs at various schools.

PROCEDURES

Procedures will include: (1) formation of a Steering Committee representative of each school and agency participating in the Network; (2) comprehensive data collection and analysis of existing programs at participating schools; (3) identification of existing and potential funding for expanding vocational programs; (4) collection and analysis of current employment information; and (5) development of an operational plan for the expansion and sharing of vocational programs among participating schools and agencies.

EXPECTED CONTRIBUTION TO EDUCATION

A set of guidelines may be adopted by the entire reservation and by other tribes. The network strategy will assist in the development of adequate programs at the secondary level.

APPLICATION NUMBER: 498AH70019 GRANT NUMBER: G007701372

PROJECT TITLE: Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Donald R. Atkinson
Social Processes Research Institute
University of California, Santa Barbara
Santa Barbara, California 93106 (805) 961-2203

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of the project is to (1) design and develop a bilingual (Spanish and English) career education manual; (2) design and develop audiovisual materials to complement the information presented in the career education manual; (3) develop a career education curriculum guide that employs the manual and audiovisual materials in (1) and (2); and (4) field test the career education curriculum and associated materials by evaluating their effect on the attrition rate, knowledge of career alternatives, educational aspirations and expectations, self concepts, and career maturity of adult farmworkers enrolled in three existing adult education programs.

PROCEDURES

Phase I will focus on the design and development of the bilingual career education manual, related audiovisual materials, and the curriculum guide. During Phase II, approximately 90 volunteer adult farmworkers will be assigned to either a career education class (employing the materials developed in Phase I) or to a 20-week waiting period (control group). All subjects in each group will complete bilingual forms of the following questionnaires immediately following completion of the career education course: (1) Career Education Survey; (2) Tennessee Self-Concept Scale; (3) Educational and Vocational Aspiration and Expectation Questionnaire; (4) Level of Aspiration Questionnaire; and (5) Career Maturity Inventory. Data collected in Phase II will be analyzed during Phase III.

EXPECTED CONTRIBUTION TO EDUCATION

The materials developed will be of value to training programs enrolling significant numbers of adult farmworkers. Materials developed will be sent to appropriate clearinghouses for packaging refinement, reproduction, and distribution at cost.

APPLICATION NUMBER: 498AH70111 GRANT NUMBER: G007701986

PROJECT TITLE: A Proposal to Design and Disseminate a Model for an Alternative Form of Vocational Education for Delinquent and Disadvantaged Youth

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joan B. Hunter, Research Associate
Laboratory for Statistical and Policy Research
Boston College, McGuinn 508
Chestnut Hill, Massachusetts 02167 (617) 969-0100, Ext. 4195

FUNDING PERIOD: August 1, 1977 - July 30, 1978

OBJECTIVES

The project will attempt to develop a model for vocational education for behavior problem youth and to interest school personnel in implementing it. Specific objectives are to: (1) evaluate existing programs of alternative vocational education for disadvantaged youth; (2) evaluate relevant existing vocational assessment systems; (3) modify motivational training materials; (4) develop a prototype of an alternative vocational education program; (5) develop a manual and demonstration materials; and (6) disseminate the prototype.

PROCEDURES

Two alternative vocational programs will be evaluated in depth via interviews, observation, and analysis of available documents. Work sample assessment systems will be compared and evaluated for their suitability for delinquent and disadvantaged youth. Motivational materials based on the deCharms model will be developed for this population. A manual and film will be produced incorporating the preceding three elements. The final task is to disseminate the model to interested publics throughout Massachusetts and elsewhere.

EXPECTED CONTRIBUTION TO EDUCATION

End products will be: (1) report on the findings of the program evaluations; (2) manual for implementation of the model alternative vocational education program; (3) film to accompany the manual; and (4) final report. This program will develop the mechanisms necessary for adequate vocational guidance and training to serve the needs of young people who for a variety of reasons are unsuited to the traditional type of program currently available at vocational-technical schools in Massachusetts.

APPLICATION NUMBER: 498AH70107 GRANT NUMBER: G007701987

PROJECT TITLE: Vocational Equal Access Research Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Catherine M. Annelli
Rutgers, The State University
Department of Vocational-Technical Education
10 Seminary Place
New Brunswick, New Jersey 08903 (201) 932-7937

FUNDING PERIOD: August 1, 1977 - October 30, 1978

OBJECTIVES

1. Identification of specific obstacles which have barred the disadvantaged from equal access to vocational education.
2. Identification of success factors related to the effectiveness of equal access programs.
3. Development and evaluation of a model delivery system designed to remove or neutralize obstacles to equal access to vocational education.

PROCEDURES

Two survey instruments will be developed and sent to a national sample made up of State departments of education, administrators of various equal access-related programs, administrators and teachers of vocational education in local education agencies in various states, and vocational education teacher educators. A list of theoretical and program-based success factors will be developed on a review of literature and the survey results. A model system to deliver vocational education programs to disadvantaged secondary school students will be developed and implemented. Inservice programs will be developed to assist teachers, administrators, and counselors in implementing the model system to deliver vocational education programs to the disadvantaged student. A pre- and posttest research design will be used to evaluate the model system.

EXPECTED CONTRIBUTION TO EDUCATION

The survey instruments, the model system, and the research on student attitudes and knowledge of occupations and programs will provide a means to improve vocational and career education programs for disadvantaged students.

APPLICATION NUMBER: 498AH70195 GRANT NUMBER: G007702218

PROJECT TITLE: Vocational and Bilingual Curriculum Development: A Cumulative Effort

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Ronald D. Todd
Department of Technology and Industrial Education
New York University
26 Stuyvesant Street, Room 309
New York, New York 10003 (212) 598-3357

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

1. Modify selected state-level curriculum guides, in areas of expressed high needs relative to students with limited English-speaking ability.
2. Document the process used in the modification, development, design, translation, and adaptation of these curriculum materials as a basis for a new model and supportive procedures for generating and matching curriculum materials to identified student target groups.
3. Design, produce, and disseminate a Materials Modification and Match Manual.

PROCEDURES

Procedures will include: (1) establishing a resource/talent pool; (2) establishing a data bank of resource materials; (3) acquiring and assessing learner materials; (4) expanding consultant network; (5) field testing materials; (6) revising learning materials and procedures; (7) developing the modification manual; and (8) using summative and formative evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

The output of this project will be Learning Modules equivalent to one full year of instruction either in a single vocational area or within several areas. A procedural guide for developing other modules will be developed in the form of a Materials Modification and Match Manual.

APPLICATION NUMBER: 498AH70193 **GRANT NUMBER:** G007700069

PROJECT TITLE: Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Eric Rice
System Sciences, Inc.
P.O. Box 2345
Chapel Hill, North Carolina 27514 (919) 929-7116

FUNDING PERIOD: October 1, 1977 - December 31, 1978

OBJECTIVES

The following objectives were designed to direct project activity:

1. Produce major data/knowledge base about vocational education for secondary age migrant students, concentrating on vocationally related needs and barriers and emphasizing the Eastern Stream.
2. Identify, describe, and evaluate the characteristics of state vocational education delivery systems provided for such students in HEW Region IV.
3. Delineate and place in priority the major issues which require resolution for this population.
4. Identify illustrative innovative and/or successful procedures, techniques, and practices for serving the target population.
5. Evaluate the North Carolina program, devise a prototypic model, and generate recommendations.

PROCEDURES

The project is designed in two phases. Phase I will utilize the Delphi technique to identify and assess needs and barriers as articulated by local occupational education program administrators in HEW Region IV. Phase II will use an in-depth mailed questionnaire and site visit assessment of all the North Carolina based programs to examine issues of equal access and opportunity from the perspective of administrators, instructors, teachers of the target population, and members of the community.

EXPECTED CONTRIBUTION TO EDUCATION

The project will identify and quantify needs and barriers for serving the target population and will develop a methodology for collecting information that can be used in other states and regions. The project will bring attention to the issues pertaining to serving the target population through the dissemination conference, the popular monograph, and the individual state work-ups.

APPLICATION NUMBER: 498AH70173 GRANT NUMBER: G007702065

PROJECT TITLE: The Contribution of Diagnostic Data in Career Education Programs in Junior High Schools in the Cherokee Nation

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Agnes Cowen
Cherokee Education Center
P.O. Box 769
Tahlequah, Oklahoma 74464 (918) 456-6177

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The principal objective is to enhance the "equal access and opportunity" of Cherokee Indian youth in rural areas of the Cherokee Nation in Oklahoma to vocational education through the development and implementation of new strategies designed to stimulate teachers at the junior high level to assume the responsibility of vocational counseling and guidance in the regular classroom curriculum. A second objective is to reduce sex role stereotyping in the counseling and guidance programs designed to guide youth into vocational education. There are two variables under study: (1) the contribution of diagnostic information in career education programs for junior high students and (2) the contribution of incentive pay for building facilitators of career education programs.

PROCEDURES

Two adjacent counties of similar demographic composition in northeastern Oklahoma, each having a county seat with a high school serving as a receiving school to 10 dependent rurally isolated community schools, are under study. All seventh and eighth grade students will be administered Planning Career Goals, to measure and correlate interests, information, and abilities related to occupations. The experimental schools will have access to the test results, the control schools will not. Posttest results will allow statistical comparison. Designated schools within the experimental and control schools will have designated building facilitators; some will receive incentive pay, some will not. This variable will be analyzed in the final treatment of the data.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this study should indicate that diagnostic information related to career decision-making is an essential ingredient in career education programs. It should also reveal the value of the information to the regularly assigned classroom teacher in the administration of the regular curriculum. As a result, rural Cherokee youth will have enhanced access to vocational educational programs.

APPLICATION NUMBER:	498AH70234	GRANT NUMBER:	G007702245

PROJECT TITLE: A Vocational Education Research Program in the Portland Public School District

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Richard R. Rumble
Portland School District, Number One
Children's Services Building
220 Northeast Beech Street
Portland, Oregon 97212 (503) 288-5361, Ext. 40

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of the project is to improve the capacity of the Portland School District to individualize vocational programs as required by P.L. 94-142. The project will (1) assess the present capability of Area III high schools to implement individualized vocational instruction for handicapped students; (2) develop planning capabilities among various organizational elements of P.P.S.; and (3) develop guidelines, procedures, and methods for individualized vocational program implementation.

PROCEDURES

Related literature will be reviewed and a number of other school districts will be contacted to learn what they have done regarding the mainstreaming of handicapped students into vocational programs. Area III personnel will be intensively surveyed and interviewed to learn of the facilitating and the inhibiting human, physical, and resource factors affecting vocational mainstreaming. Guidelines, procedures, and methods for increasing the participation of handicapped learners in vocational programs will be developed, and products will be disseminated throughout the District and to interested LEAs.

EXPECTED CONTRIBUTION TO EDUCATION

The project should result in (1) greater capability of Portland vocational teachers to individualize vocational education instruction; (2) an increase in the enrollment of handicapped learners in vocational programs; and (3) the publishing of transportable guidelines, methods, and procedures for use in other school districts.

APPLICATION NUMBER: 498AH70179 GRANT NUMBER: G007702536

PROJECT TITLE: Access Strategies for the Handicapped in Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Donald L. Clark and Marc Hull
College of Education
Texas A&M University
College Station, Texas 77843 (713) 845-5311

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The objectives are to (1) design, develop, field test, and distribute an administrator's handbook covering comprehensive programming for the handicapped in vocational education; and (2) design, develop, field test, and distribute materials assisting teachers to serve the handicapped through an open-entry, open-exit model. The study will establish competencies for successful entry into vocational educational programs and selected occupations in three vocational areas: Agriculture, Home Economics, and Trade and Industry.

PROCEDURES

Professionals from Texas Education Agency and local agencies will be informally surveyed to locate exemplary people, programs, and materials serving the vocational needs of handicapped students. Both vocational education and special education practitioners will be sources of information, as well as certain authors and their published materials. With the aid of consultants, project staff will develop handbooks which will be field tested and reviewed in Texas secondary schools.

EXPECTED CONTRIBUTION TO EDUCATION

Over 1100 Texas school districts, which serve approximately 85,000 handicapped secondary students will receive project materials. The project will supply an analysis of federal, state, and local laws and policies, an overview of exemplary programs, and a catalog of resource people and materials, as well as practical suggestions for implementing successful programs for handicapped students in vocational education.

APPLICATION NUMBER: 498AH70169 GRANT NUMBER: G007702006

PROJECT TITLE: Inservice Model for Modifying Post-Secondary Vocational Education Programs for the Handicapped

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Lloyd W. Tindall, Project Associate
Wisconsin Vocational Studies Center
321 Education Building, Box 49
University of Wisconsin-Madison
Madison, Wisconsin 53706 (608) 263-3415

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The purpose of the project is to develop an inservice model for modifying vocational programs for handicapped people in Wisconsin's 16 vocational, technical, and adult education districts. The objectives are to: (1) analyze data from the 1976-77 Part C Project on Program Evaluation and Planning (PEP) for use in developing modified vocational programs for handicapped students; (2) develop an inservice training model on modifying vocational programs for handicapped students (this will include examples of course modifications developed by using the techniques set forth in the model); and (3) conduct preliminary and final field reviews of the inservice training model on modifying vocational programs for handicapped students.

PROCEDURES

The project staff will develop modules which will help teachers modify vocational programs for students with cognitive, affective, and psychomotor handicaps. The modules will present teaching techniques and course modifications designed to overcome these learning deficits. Teachers in Wisconsin's 16 vocational, technical, and adult education districts will help determine modifications needed for teaching handicapped students in each of the five vocational program areas of agriculture, math and business, home economics, health, and trade and industry. A dissemination workshop will be held for VTAE teachers representing the five areas.

EXPECTED CONTRIBUTION TO EDUCATION

Teachers in Wisconsin's VTAE system will benefit by the provision of a five-module, inservice training model which can be used to modify vocational courses for handicapped students. Handicapped students will benefit directly from the model by being able to enter regular courses geared to their ability and to learn employable skills in an atmosphere which deemphasizes the stereotyping of students by a handicapped area.

PART C: RESEARCH

Priority: Sex-Role Stereotyping and Sex Bias

APPLICATION NUMBER: 498AH70163 GRANT NUMBER: G007701953

PROJECT TITLE: Career Training and Employment Information for Women

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ruth Dianne McHutchison
Community Services Division
Manchester Community College
P.O. Box 1046
Manchester, Connecticut 06040 (203) 646-2137

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

The purpose of the project is to research current Hartford area employment opportunities for women including types of jobs available, training needed for these jobs, and salary expectations. In addition, a survey will be conducted to identify job training programs in operation. The results of the job research project will be disseminated to college staff and personnel at local social service agencies who are engaged in career counseling for women.

PROCEDURES

Contacts will be established with business, industry, and private organizations and future employment needs within their organizations will be assessed. Information on the training necessary for different types of positions will be obtained, the availability of training will be documented, and on-the-job training programs and requirements for participation in these programs will be researched.

EXPECTED CONTRIBUTION TO EDUCATION

Manchester Community College and local social service agencies will be supplied with results of the job research reports and will be able to provide better services and information to women seeking career counseling. In addition, the research report will provide valuable information to the College regarding development of new vocational courses to meet career needs of women.

APPLICATION NUMBER: 498AH70278 GRANT NUMBER: G007702135

PROJECT TITLE: Project Open Door

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Mary Ellen Verheyden-Hilliard
Government of the District of Columbia
Commission on the Status of Women
Room 204 District Building
14th & E Streets Northwest
Washington, D. C. 20004 (202) 724-5581

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The purpose of the project is to design, develop, and test a portable vocational exploration module for educators to use with junior high school students to help girls expand their range of career choices. The module will emphasize a non-sex stereotypic approach to vocations. The module is expected to contain a 10/12 minute slide/tape show and a user's manual which will serve as a teacher's guide for those who did not receive direct training.

PROCEDURES

Visits will be made to vocational schools and advisory committee input will be sought. Three training/discussion sessions will be held with selected vocational educators in Washington, D.C. Review of current statistical information on life patterns of American women will be undertaken. Based on these and other information sources which may be developed by the project, the project director will write and produce a slide/tape show for junior high school students and a user's manual to serve as a teacher's guide to the module. Fifty eight sets of the module will be produced.

EXPECTED CONTRIBUTION TO EDUCATION

The potential beneficiaries are all the junior high school students in the United States (approximately 11 million). The module will then be available for use throughout the States.

APPLICATION NUMBER: 498AH70216 GRANT NUMBER: G007702136

PROJECT TITLE: Overcoming Personal-Social Barriers in Entry to Non-traditional Occupational Preparation Programs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Hollie B. Thomas, Associate Professor
The Florida State University
202 South Woodward Avenue
Tallahassee, Florida 32306 (904) 644-6029

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The proposed research is to determine if a short-term educational program can be employed to assist women in overcoming the non-institutional barriers that prevent them from entering nontraditional occupations and occupational preparation programs. More specifically, the objective of the proposed research is to determine if a short-term educational program can be designed to enhance the acceptance of the responsibility by participating women for overcoming barriers they encounter in preparing for and entering nontraditional occupations.

PROCEDURES

Procedure will be to: (1) assess the non-institutional deterrents to entry by females into occupational preparation programs not usually associated with the female stereotype; (2) select and/or develop appropriate treatment (educational) strategies and measurement instruments for enhancing the development of responsibility of women for overcoming the barriers to entering nontraditional occupational preparation programs; (3) deliver the treatment (educational programs) to a sample of the target group, and (4) assess the degree to which the objectives of the proposed research is accomplished.

EXPECTED CONTRIBUTION TO EDUCATION

This product will serve as the basis for the experimental treatment program, and will provide the vocational education research community with an instrument with which to measure perceived deterrents.

APPLICATION NUMBER: 498AH70353 GRANT NUMBER: G007702228

PROJECT TITLE: Project Second Start - An Experiential Approach to Reduction of Sex Role Stereotyping

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Donna Rudy
Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60120 (312) 697-1000

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The purpose of this project is to demonstrate and test a career awareness model designed to reduce sex role stereotyping in 60 unemployed or underemployed women of heterogeneous ages via a prevocational program in the technical disciplines of drafting, machine tools, welding, and plastics.

PROCEDURES

The instructional methods used will include: laboratory experiences: field trips to industrial sites; classes and discussions about the world of industry; and women speakers from industry who will serve as role models. In addition, participants will experience extensive counseling supportive services on both a group and individual basis to reverse the sex role stereotypic attitudes women have about themselves and their career options. Participants will attend classes three days each week and a variety of instructional techniques will be used. Four training cycles (15 participants each cycle) of 8 weeks each totaling 448 hours will be provided. Program evaluations will be conducted four times during the period of the project and one overall evaluation after the program is completed. The research design used will be the "nonequivalent control group" design identified by Stanley and Campbell (1963).

EXPECTED CONTRIBUTION TO EDUCATION

The project will increase women's awareness of their career options in nontraditional occupations and create awareness in community colleges and trade schools of the need for prevocational training programs for women in nontraditional job areas.

APPLICATION NUMBER: 498AH70149 GRANT NUMBER: G007701990

PROJECT TITLE: Sexism in Education: Reducing Vocational Education Stereotyping (SERVES)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Luther L. Kiser, Assistant Superintendent, Curriculum & Instruction
Ames Community School District
120 South Kellogg St.
Ames, Iowa 50010 (515) 232-3400

FUNDING PERIOD: August 1, 1977 - October 30, 1978

OBJECTIVES

Goals of the project include:

1. Identify barriers to the elimination of sex bias and sex-role stereotyping in local vocational education programs.
2. Identify training needs of vocational educators in relation to these barriers.
3. Identify sex bias and sex-role stereotyping in vocational education curriculum materials.
4. Identify student perceptions of sex roles in the working world.
5. Initiate actions to correct identified problems.

PROCEDURES

Procedures will include:

1. Formation of an Advisory Committee, which will assist the project staff.
2. Development of instruments and activities to meet the goals of the project.
3. Development of an inservice training program to assist the professional staff in meeting the goals of the project
4. Dissemination of end products.

EXPECTED CONTRIBUTION TO EDUCATION

Attitudes of both professional staff trainees and the high school student population will be changed in their perceptions of sex roles in the working world.

APPLICATION NUMBER: 498AH70068 GRANT NUMBER: G007701926

PROJECT TITLE: Proposal to Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Margery A. Neely, Associate Professor
Department of Administration and Foundation of Education
College of Education
Kansas State University
Manhattan, Kansas 66506 (913) 532-5541

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The purpose of the study is to develop procedures to assist women who aspire to vocational administration posts but do not have required work experience outside education. The project will (1) assess attitudes, barriers, and employment picture prevalent in vocational education in Kansas and (2) determine the effectiveness of a personal growth workshop, summer employment experience, and an experiential assessment portfolio for describing unpaid work experience (in homemaking, volunteer work, etc.)

PROCEDURES

Questionnaires will be sent to a random sample of vocational education personnel directors and school board presidents to assess the employment market and attitudes relative to women as vocational administrators and to women vocational teachers and college students to determine attitudes, perceived barriers, and aspirations. This information will be used to design a "support" personal growth workshop for both groups, surveyed above, to reduce stereotypes and to field test an adaptation of the experiential assessment portfolio for unpaid work experience skills. Job development for blocks of 400 hours of direct work experience will identify Kansas metropolitan area employers who would provide summer jobs. Results will be submitted to State Department of Education certifiers for their reaction and to professional groups and publications.

EXPECTED CONTRIBUTION TO EDUCATION

The outcome will be field-tested procedures that will enable women to (1) meet the work experience requirement for vocational administrative jobs; (2) recognize skill development in unpaid/paid positions; and (3) improve vocational education's role models for females.

APPLICATION NUMBER: 498AH70239 GRANT NUMBER: G007702244

PROJECT TITLE: Changing Sex-Role Stereotyping and Sex Bias - A Vocational Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Franklin D. Westbrook, Counselor and Assistant Professor
University Counseling Center, Shoemaker Building
University of Maryland
College Park, Maryland 20742 (301) 454-2931

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The Dominant Characteristics Inventory (DCI) contains relatively sex-neutral traits which appear to be useful for describing personal orientations to the world of work. The purposes of the project are to: (1) determine the reliability and concurrent validity of the DCI; (2) assess the distribution of the DCI characteristics by sex; (3) relate the characteristics measured by DCI to occupations; (4) score males and females from the same occupations in equal numbers on the same scales; (5) present male, female, and combined sex norms for each occupation studied; (6) present interpretive guidelines for the DCI for professional and educational use; and (7) propose a schedule for re-norming and predictive studies.

PROCEDURES

The DCI will be administered to a group of college students to assess test-retest reliability and in conjunction with the Self Directed Search (SDS), the Adjective Check List (AC), and the Hierarchy of Work Values (HWV). The SDS will be administered for the concurrent validity assessment and the ACL and HWV will be administered to assist in the development of interpretive guidelines for the DCI. The DCI will be administered to a national sample of male and female college professors who teach in six areas. It will also be administered to an area sample of male and female high school teachers who teach in the same six areas as the college professors. The data will be assessed for the similarity of the profiles by sex, for the distribution of the characteristics within sex groups, and for the assignment of occupational codes as required by the analyses.

EXPECTED CONTRIBUTION TO EDUCATION

The information developed in the study should be immediately useable in vocational education, and the established norming procedures could make the instrument usable in vocational counseling within a relatively short period of time.

APPLICATION NUMBER: 498AH70143 **GRANT NUMBER:** G007701966

PROJECT TITLE: Research to Eliminate Vocational Education Role Stereotyping Effectively (REVERSE)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Holly S. Greer, Director
Women's Center for Continuing Education
Northern Michigan University
Marquette, Michigan 49855 (906) 227-2219

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

REVERSE is a research and demonstration project which will design, test, and analyze activities to reduce sex role stereotyping and sex bias in vocational education and occupational choices among public school students in grades six, nine, and twelve. It will attempt by means of direct classroom intervention to: (1) produce measurable changes in sex bias attitudes; (2) change vocational behavior of students; (3) provide support to students entering nontraditional occupational fields, and (4) produce measurable change in the accuracy of vocational and occupational information bearing on sex stereotyping.

PROCEDURES

Student subjects of the research will be members of 12 regularly constituted classes in grades five, nine, and twelve in public schools of Marquette and Alger Counties, Michigan. There will be six control classes, three urban and three rural, and six treatment classes, at the same grade levels. The pretest for sex stereotyped attitudes about roles, knowledge of the labor market, and post high school plans will be administered to 12 groups in the second month of the 1977-78 school year. The same instrument will be used as a posttest approximately four weeks prior to the close of the school year. The research is based upon a micro-analytic, longitudinal change comparison between member groups of the six pairs of treatment and control groups. Two counselor/teachers will meet for one classroom period per week with each of the treatment classes using direct intervention techniques designed to change sex bias attitudes and behavior towards vocational education and occupational choices.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this project should provide administrators, counselors, and teachers with findings and tools to offset the sex biased attitudes and sex stereotyped roles which are prevalent in schools today.

APPLICATION NUMBER: 498AH70016 GRANT NUMBER: G007702069

PROJECT TITLE: Interaction of Sex Role Biasing Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Herbert M. Handley, Senior Researcher
Bureau of Educational Research and Evaluation
Mississippi State University
Box 5356
Mississippi State, Mississippi 39762 (601) 325-5878

FUNDING PERIOD: September 1, 1977 - December 31, 1978

OBJECTIVES

The major objective of the study will be to identify factors associated with sex bias and career suitability in the attitudes of vocational educators and to determine if these resultant attitudes are related to attitudes toward career suitability within sex roles by students and enrollments of students in nontraditional programs of vocational education. This study will (1) assess the magnitude of sex bias existing in attitudes of vocational educators in a rural setting; (2) determine factors associated with these attitudes; and (3) determine the pattern of influence of these attitudes upon students' entry into educational programs preparing them for career areas considered nontraditional for their sex.

PROCEDURES

Students and vocational educators from 30 vocational centers offering programs at the high school level will serve as the population for this study. Through questionnaires, the attitudes of program directors, counselors and teachers toward career suitability and characteristics of workers according to sex role will be assessed. The attitudes of students studying to follow careers in areas traditional and nontraditional for their sex will also be studied. A pathway analysis will be conducted to determine what relationship exists among background factors, attitudes of educators, and those of students toward an individual's entry into career areas considered nontraditional for her/his sex.

EXPECTED CONTRIBUTION TO EDUCATION

The major outcome of this study will be a description of the factors associated with the development of sex bias in the attitudes of students as they consider potential career areas. The study will determine the relative influence of the attitudes of students as they consider potential career areas. The study will determine the relative influence of the attitudes of parents, teachers and counselors, along with other factors such as economic conditions, work experience and available programs upon the students' entry into traditional and nontraditional areas of study for their sex.

APPLICATION NUMBER: 498AH70289 GRANT NUMBER: G007702358

PROJECT TITLE: Attitudinal and Behavioral Change of Postsecondary Advisors and Students: Sex Role Stereotyping and Sex Bias in Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Peggy Leiterman-Stock, Assistant Dean
Office of Student Affairs and Services
Montana State University, Montana Hall, Room 212
Bozeman, Montana 59715 (406) 994-2826

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The objectives of the project are to: (1) reduce sexual bias and stereotyping with regards to career in students participating in the project; (2) reduce sex bias and stereotyping in Heads of Departments participating in the project; (3) reduce unconscious sexist behaviors of Heads of Department in the advising function; (4) increase exploration of non-traditional career options initiated by Heads of Departments during advisor-student conferences; and (5) increase numbers of students entering non-traditional fields.

PROCEDURES

The intervention strategy used to implement change of attitudes and behavior of students will be a series of six 3-hour career/life planning workshops designed to assist students in discovering their interests, strengths and weaknesses, values, life-style choices, and in examining their own sex bias and stereotypes with regards to career choice. The intervention training for Heads of Departments will focus on becoming aware of one's own stereotyping around women and the world of work as well as unconscious sexist behaviors exhibited during the advising process. Both pre- and post-test will be administered to all those who volunteer to participate. A treatment and control group will be identified by random sampling procedure from those who volunteer. In order to assess behavior as well as attitudinal change, an Advisor-Student Rating Scale will also be developed and used.

EXPECTED CONTRIBUTION TO EDUCATION

This study will provide an effective model which can be replicated in other institutions in reducing sexual stereotypes and bias of both students and University Department Heads.

APPLICATION NUMBER: 498AH70125 GRANT NUMBER: G007701967

PROJECT TITLE: Assessing and Modifying the Sex Role Stereotyped Attitudes of Teachers and Counselors

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

E. Roger Trent
Ohio Department of Education
Division of Guidance and Testing
65 South Front Street, Room 1005
Columbus, Ohio 43215 (614) 466-2471

FUNDING PERIOD: September 1, 1977 - February 29, 1979

OBJECTIVES

The purposes of this project are to assess and modify the attitudes/expectations and behavior of vocational education teachers and counselors toward secondary school students enrolled in programs which have traditionally been stereotyped as "male" or "female." The project will (1) identify attitudes which perpetuate sex discrimination in vocational education; (2) develop and validate a self-administered instrument for use in uncovering these biases; (3) identify self-intervention techniques which can produce change in restrictive attitudes, and (4) develop a manual including focusing and self-confrontation techniques for self-improvement.

PROCEDURES

A survey assessing restrictive attitudes will be developed and administered to two stratified random samples each consisting of approximately 100 teachers and counselors. One group will then receive the intervention manual while the other group will receive no training. After a designated training period, the survey will be administered a second time to both groups. Pretest to posttest comparisons and comparisons between groups will be made to demonstrate the effectiveness of the intervention strategies.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this study should provide a valid and reliable instrument for assessing restrictive sex stereotyped attitudes and self-intervention strategies for improvement. Vocational teachers and counselors may use these materials to effect changes in expectations of students enrolled in courses which have traditionally been associated with the opposite sex.

APPLICATION NUMBER: 498AH70242 **GRANT NUMBER:** G007702540

PROJECT TITLE: Local Vocational Advisory Council Involvement in Effecting Sex Equity in Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Anna M. Gorman, Professor
Department of Home Economics Education
Division of Home Economics
Oklahoma State University
Stillwater, Oklahoma 74074 (405) 624-5047

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The objectives are to (1) develop a model involving local advisory councils in planning for sex equity in vocational high school programs; (2) evaluate the model for involving local vocational advisory councils in planning for change in sex equity in vocational programs; and (3) disseminate the products of the research effort to vocational education leaders.

PROCEDURES

This project is an experimental type using pretest - posttest control group design. Two schools with vocational programs in five or more program areas will be selected from five of the Oklahoma planning regions. Within each region, one school will be randomly assigned to the experimental group and one to the control group. Treatment for the experimental group will consist of involvement of local advisory council members in conducting a community survey of constraints and facilitators of sex equity and in suggesting strategies for moving toward sex equity in vocational education. The measure of the effect of the treatment will be change in local advisory council members' perceptions of sex equity in vocational programs as determined by a pretest and posttest. The involvement of advisory council members in developing the strategies will be evaluated by criteria on assessing strategy plans.

EXPECTED CONTRIBUTION TO EDUCATION

The study will develop a model that can be utilized by vocational education personnel who desire to make strides in achieving sex equity for high school students in vocational programs of their own interest and aptitude. The publications can serve as guide for completion of activities and tasks associated with the model.

APPLICATION NUMBER: 498AH70283 CONTRACT NUMBER: 007700074

PROJECT TITLE: Adult Women in Non-traditional Occupational Training: Re-entrants and Mid-Career Changers

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Roslyn D. Kane, President
Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, Virginia 22209 (703) 524-3360

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of this study is to compare profiles of adult women, 21 years of age and older, enrolled in nontraditional, mixed, and traditional vocational education, who are mid-career changers or re-entrants.

PROCEDURES

Profiles will be constructed from new data collected from women 21 years of age and older enrolled in postsecondary and adult preparatory Area Vocational Technical Schools. They will be described in terms of age; educational and work history; regional, and metropolitan/nonmetropolitan residence. Differences among nontraditional, mixed, and traditional groups in high school preparation, employment training, work history, family responsibilities, and motivations for returning to school will be determined. Hypotheses about these groups will be forumulated based on present literature. A large sample will be collected by means of a self-administered questionnaire. Data will be entered for computer cross-tabulation. Results of the data analysis and tests of hypotheses, as well as some implications of the findings, will be stated in a final report.

EXPECTED CONTRIBUTION TO EDUCATION

These data will provide the base for recommendations concerning adult women seeking training or retraining in vocational education programs at the postsecondary and adult levels. It will provide information on the types of support and assistance necessary to aid them in their career decision making so they may take full advantage of postsecondary coursework and be better prepared for productive employment.

PART C: RESEARCH

Priority: Education and Work Programs

APPLICATION NUMBER: 498AH70367 GRANT NUMBER: G007701951

PROJECT TITLE: Vocational Education Outreach: A Coordinated Approach to Guidance and Counseling

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jack D. Nichols
Arkansas Department of Education
Division of Vocational, Technical, and Adult Education
Little Rock, Arkansas 72201 (501) 371-1855

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of the project is to develop and implement a school-community based model for maximizing the career guidance, counseling, and placement goals in a local community. Specific objectives are (1) improve the coordination and articulation of career guidance and counseling services in the school and community; (2) develop and implement a needs assessment system for ascertaining individual and community guidance, counseling, and placement needs; (3) develop and implement a viable outreach delivery system for career guidance, counseling, placement, and followup services to meet needs of youth and adults; and (4) develop and implement a staff development program for administrators, counselors, teachers, and supportive personnel regarding effective strategies.

PROCEDURES

The selected demonstration site will involve the dual responsibility of secondary and postsecondary institutions working jointly to articulate and expand services and training for the entire community. Five major components will be developed and field tested. The project staff and a steering committee will assess, analyze, and plan strategies for these components: *Early School Leavers*, *Students with Special Needs*, *Placement Services*, *Adults*, and *Sex Role Stereotyping*. The planning design or model for the five components will be implemented, field tested, and finalized for diffusion and possible adoption in other communities.

EXPECTED CONTRIBUTION TO EDUCATION

Some expected results and benefits are: (1) improved methods, techniques, and strategies for assessing, planning, and implementing effective services and experiences; and (2) a model plan which can be observed and transported to other schools.

APPLICATION NUMBER: 498AH70078 **GRANT NUMBER:** G007701945

PROJECT TITLE: Guidance Follow-Through Program for Juvenile and Adult Offenders

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Edmund J. Gubbins, Superintendent of Schools
Connecticut Department of Correction School District
340 Capitol Avenue
Hartford, Connecticut 06115 (203) 566-5517

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

1. To provide a continuation of educational-vocational decisional and life survival skills counseling to foster clients' maintenance in the community.
2. To provide assistance in employment, further education, and vocational education and/or training to clients upon their release or parole.
3. To document factors to determine which contribute to the adjustment of the inmate in the community.

PROCEDURES

Each counselor will be randomly assigned a maximum case load of 15 clients. Clients, ages 16-20 while incarcerated without a high school diploma or GED, but enrolled in an educational-vocational program will be randomly assigned to the counselors. Design is a posttest-only control group. A multiple regression correlational analysis will be used to analyze results. Total N of project for 12 month period will be 150 (experimental), 150 (control), = 300. Experimental group will receive intensive group and individual counseling and all inclusive life survival skills.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this research will provide Educational-Vocational Units in Departments of Correction a basis upon which educational-vocational, and counseling programs, effect the rate of recidivism in juvenile and adult offenders. It will provide the results of a systematic investigation into what factors may contribute to the ultimate reduction in the rate of recidivism. Also, results will contribute to knowledge of pre-incarcerated education and vocational training and its implication for crime prevention strategies.

APPLICATION NUMBER: 498AH70006 GRANT NUMBER: G007701484

PROJECT TITLE: Effectiveness of Externships for Counselors in the World of Work

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Thomas R. Warner, Assistant Superintendent
St. Bernard Parish School Board
East Chalmette Circle
Chalmette, Louisiana 70043 (504) 271-2533

FUNDING PERIOD: July 1, 1977 - December 31, 1978

OBJECTIVES

The purpose of this project is to strengthen the existing occupational guidance and counseling program by involving counselors in an externship with key businesses, industries, and trades.

PROCEDURES

A stratified random sample of counselors will be selected to participate in a rotating externship with key businesses, industries and trades. The performance of these counselors will be studied through a comparison group who will not participate in the externship program. In the formative stage, the project will (1) provide training for the supervisory personnel of the key businesses, industries, and trades relative to their instructional roles in the externship project; (2) provide training for counselors relative to various world of work aspects via the externship experiences; and (3) allow for implementation of vocational guidance programs reflective of the knowledge and skills gained through participation in the externship program.

EXPECTED CONTRIBUTION TO EDUCATION

This project will provide an easily replicable model for developing and assessing a comprehensive occupational guidance and counseling program based on direct involvement in the world of work and its relationship to school.

APPLICATION NUMBER: 498AH70015 **GRANT NUMBER:** G007701164

PROJECT TITLE: Strengthening Competencies of Counselors in Avoyelles Parish in the Guidance Area of Career/Vocational Development.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Adam Desselle, Supervisor
Avoyelles Parish School Board
201 Tunica Drive West
Marksville, Louisiana 71351 (318) 253-9209

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES:

The purpose of this grant is to enable both the elementary and secondary counselors of Avoyelles Parish to function more effectively in the guidance area of Career/Vocational Development.

PROCEDURES

The project calls for a 2-week workshop for 16 counselors in the school system to be held in August, 1977. Activities of the workshop will include (1) updating interpersonal skills of counselors; (2) conducting field research of job needs; (3) setting up a placement office at the Career Development Center; (4) conducting a followup study of graduates of 1971, 1974, 1977; (5) planning for the implementation of a comprehensive career/vocational development program at all schools, grades K-12. Local guidance counselors will be directly in charge of implementing the plan with the assistance of appropriate school personnel. The College Consultant and the Project Resource Counselor will assess the effectiveness of all activities. Eighty percent of the students in all grades will have been exposed to at least two career units during the year. According to grade levels these units should encompass self-understanding, society, career exploration, career motivation, and acquisition of career entry skills. The local school counselors will work with the Project Resource Counselor in job placement, follow-through study of graduates and field research of job needs.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this project should direct students towards goals that will help them find their proper place in the world of work. The followup study of graduates should be helpful in assessing the needs of the school system. The job placement service should assist graduating seniors in securing employment.

APPLICATION NUMBER: 498AH70153 GRANT NUMBER: G007702066

PROJECT TITLE: Project COMPASS (Center for Occupational Management, Placement And Systematic Services)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Alva E. Mallory, Director of Vocational Education and Career Development Services
Genesee Intermediate School District
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507 (313) 767-4310

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of the project is to develop a center which would deliver comprehensive career guidance, counseling, placement, and follow-through services. The project will design (1) a computer-assisted career development system combined with a human component in the form of a career development and placement class; (2) modules in career support training and test them in inservice workshops for vocational teachers, counselors and parents; and (3) a management system which will coordinate activities of the support personnel and the users.

PROCEDURES

The sample population will consist of approximately 2,000 vocational and non-vocational secondary students, 350 post-secondary students, 800 adults and 350 handicapped or disadvantaged. The project will (1) establish classes in career expanding, career decision making, career planning, and self-placement; (2) systematically teach the application skills in related life activities; and (3) provide placement assistance. The sample population of 100 educators will (1) be trained in the delivery skills to teach their students, and (2) be provided with career information material as designed for training activities. Two hundred parents will receive inservice training in areas needed to help their children apply their career development skills.

EXPECTED CONTRIBUTION TO EDUCATION

Through the center's training in a systematic application to real life career decision and planning, the lives of students and adult users will significantly benefit. Skills taught in this manner will increase the chances that the users will not have to return to the center for additional future help.

APPLICATION NUMBER: 498AH70067 GRANT NUMBER: G007701964

PROJECT TITLE: Identify, Describe and Evaluate Existing Vocational Education Programs in the Metropolitan Community Colleges of Kansas City, Missouri.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Zelema Harris
The Junior College District of Metropolitan Kansas City, Missouri
560 Westport Road
Kansas City, Missouri 64111 (816) 756-0220

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The purpose of the project is to implement the curriculum evaluation model developed by MCC personnel. While the model has been formatively field tested with a few MCC vocational programs, the current project will implement the model in the evaluation of all vocational programs.

PROCEDURES

Model implementation will include the administration and collection of previously field tested questionnaires. These questionnaires have been developed to survey the following populations: program graduates and dropouts, current program students, handicapped and disadvantaged students, program-related occupational communities, employers of program graduate and program faculty. Other data sources will include labor statistics, program cost and enrollment figures, and program facility information. Data will be primarily analyzed through the application of descriptive statistics. Results of the analysis will be plotted on a program evaluation profile. The profile is constructed so as to provide administrators and other interested personnel an evaluative overview of a program's strengths and weaknesses on each of the criterion measures.

EXPECTED CONTRIBUTION TO EDUCATION

The evaluation profile can be used by the administration as an objective data base for decision making policy, such as program alteration or deletion. Data provided by the evaluation can also be used by curriculum developers to improve a program on any of the criterion measures, or to tailor a program for local employment needs.

APPLICATION NUMBER:	498AH70274 GRANT NUMBER: G007703028
PROJECT TITLE:	Development and Research for Comprehensive Community-Based Guidance, Counseling, Placement and Follow-Through Assistance
PRINCIPAL INVESTIGATOR AND ORGANIZATION:	George S. Lulos, Jr. Office of Career Education Glassboro State College Glassboro, New Jersey 08028 (609) 445-6211
FUNDING PERIOD:	October 1, 1977 - July 31, 1978

OBJECTIVES

The purpose of the project is to adapt and apply a model to train counselors in techniques that combine the principles of peer counseling and career counseling. The project also seeks to study the effectiveness of this training model by monitoring the applications of those techniques by the participating counselors in their counseling settings.

PROCEDURES

Approximately 30 counselors will participate in a 16-week, two-phase training program. The first phase will consist of a series of workshops in which counselors will actively experience the peer counseling training model with an emphasis on employment skills. The second phase will provide staff assistance to counselors as they implement program concepts into their counseling activities. Research will focus on the effectiveness of the model on the self-perceptions and job seeking skill of clients in the counselor's home setting.

EXPECTED CONTRIBUTION TO EDUCATION

The project will determine the adaptability of the peer counseling model for adult populations. It will also assess the immediate and long-range effects of the techniques upon client's job seeking and job holding abilities and will determine the viability of a community-based counseling model as compared to traditional school-based models.

APPLICATION NUMBER: 498AH70275 GRANT NUMBER: G007702698

PROJECT TITLE: Model Program to Prepare Students Educationally and Skill-Wise for the World of Work

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
C. Benjamin Lattimore, Director
Division of Special Programs
OICs of America
100 West Coulter Street
Philadelphia, Pennsylvania 19144 (215) 849-3010

FUNDING PERIOD: September 15, 1977 - September 14, 1978

OBJECTIVES

The purpose of the project is to provide a comprehensive inservice program in 12 selected schools geared to familiarizing elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for such careers. The project will (1) provide instructors, administrators, and counselors in the participating schools with occupationally-oriented behavioral objectives which will be integrated into the existing school curriculum; (2) aid in the development of students' self-awareness and positive attitudes concerning the social and personal significance of work; and (3) expand the students' concepts of the broad range of occupations for which special skills are required and requisites for careers in such occupations.

PROCEDURES

Vocational Orientation Program staff members will develop curriculum materials for teaching a broad range of occupational information in the selected schools. Within each school receiving treatment as part of the Vocational Orientation Program, a Vocational Development Committee will be formed. The project will (1) encompass an inservice program for administrators, counselors, and instructors; (2) schedule bi-monthly meetings for Vocational Development Committee members; and (3) elicit the participation of parents and guardians of the students.

EXPECTED CONTRIBUTION TO EDUCATION

OICs of America, with nine regional offices and more than 140 affiliated programs, has a ready-made system for taking the learnings from this project and incorporating them in school systems throughout the United States. The *User's Guide* will be the basis of a training program for Local OIC staff and local school systems.

APPLICATION NUMBER: 498AH70066 GRANT NUMBER: G007701925

PROJECT TITLE: Work Experience and Exploration

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Richard Nielsen, Vocational Coordinator
Bountiful High School
695 South Orchard Drive
Bountiful, Utah 84010 (801) 295-5544

FUNDING PERIOD: August 1, 1977 - July 31, 1978

OBJECTIVES

The purpose of the project is to determine if certain techniques and strategies developed by Experience-Based Career Education (EBCE) programs can be used to upgrade vocational work experience programs within the framework of their present school settings. The project will provide opportunities for students to (1) explore vocational options; (2) develop entry level skills; (3) improve schoolwork; (4) develop positive attitudes toward school; and (5) exercise decisionmaking skills.

PROCEDURES

Under EBCE strategies, techniques and methods for (1) learning site analysis, (2) learning site investigation, (3) monitoring learning sites, (4) exploration and package guides, (5) student recruitment and orientation, (6) student accountability and journals, and (7) student counseling and support, 25 or 30 students will be permitted to spend part of their school time exploring vocational opportunities in the community. An indefinite number of students will go on to involve themselves in work strategies. Students will spend 3 to 5 days exploring vocational possibilities. If they have interest they may spend up to 7 weeks studying the vocation in depth and then may enter into work experience programs.

EXPECTED CONTRIBUTION TO EDUCATION

This project will (1) provide a means for a student to develop knowledge, attitudes, skill in the working world while still in school and an increased motivation in school work; (2) reduce the dropout rate by providing options for students; (3) result in more community resources being available to school; and (4) bring the school and community closer together.

APPLICATION NUMBER: 498AH70024 GRANT NUMBER: G007702143

PROJECT TITLE: A Comprehensive National Review and Preparation of Training Materials for Student and Employer Followup

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
F. Marion Asche, Associate Professor
Division of Vocational & Technical Education
Virginia Polytechnic Institute & State University
Blacksburg, Virginia 24061 (703) 951-6189

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purposes of this project are to identify, review, and analyze student and employer followup efforts and to synthesize successful components and procedures into training materials having maximum utility to designers and operators of future followup studies. The project will (1) conduct a comprehensive review of followup efforts and present findings in the form of a review and synthesis document and (2) use the results of the review in the production of a vocational followup training manual.

PROCEDURES

Phase one of the project (review and synthesis) will be accomplished through several strategies. The identification process will have three complimentary efforts: (1) traditional review of literature using both manual and computerized searches, (2) communications with state directors or their designated state level representatives to identify additional state and local efforts, and (3) a national panel of consultants appointed to the project based on experience/expertise will provide both identification and evaluation assistance. The identified efforts will be reviewed, summarized, and presented as one major product of the project. Phase two procedures will draw upon the findings of Phase one and the expertise of project staff and the Panel of Consultants to produce, through synthesis and evaluations, a second major product--a training manual which will detail the design, operation, and evaluation of vocational followup systems.

EXPECTED CONTRIBUTION TO EDUCATION

The materials to be produced by this project will benefit vocational education by producing a review and synthesis of methodologies and materials currently or recently employed to followup students and employers.

PART C: RESEARCH

Priority: Adult and Postsecondary Vocational Education

APPLICATION NUMBER: 498AH70324 GRANT NUMBER: G007701949

PROJECT TITLE: Competency-Based Adult and Postsecondary Vocational Education Utilizing the Adult Performance Level Approach

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Harry E. Frank, Associate Professor
School of Education
Department of Vocational and Adult Education
Auburn University - 203 Petrie Hall
Auburn, Alabama 36830 (205) 826-4271

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The goal of the proposed project is to further bring about the infusion of adult and postsecondary vocational education with an adult performance level competency approach. The project proposes several goals: (1) the identification, description, and evaluation of the present "state-of-the-art" in the nation; (2) the formulation of a model(s) for infusing adult and postsecondary education with an APL competency approach; and (3) the field testing of the model(s) within a minimum of 10 sites, to demonstrate its effectiveness and transportability.

PROCEDURES

In order to accomplish these objectives, the following procedures will be used: (1) identify postsecondary vocational education programs within the nation reported to be using an APL approach; (2) describe the significant adult and postsecondary vocational education programs within the nation which are using an APL approach; (3) formulate a model(s) for fusing postsecondary vocational instruction with APL concepts; (4) secure from selected nationwide sources a collection of curriculum materials now developed or being developed; (5) pilot the refined models for effectiveness in 10 selected Alabama adult postsecondary vocational programs; and (6) evaluate the project.

EXPECTED CONTRIBUTIONS TO EDUCATION

The project will help the learner in vocational education programs become more fully competent.

APPLICATION NUMBER: 498AH70372 GRANT NUMBER: G007702225

PROJECT TITLE: A Proposal to Extend Existing ABE Research in a Study to Follow Career Patterns of Adult Basic Education Competencies.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Laura W. Kelley, President
The Human Resources Company
P.O. Box 816
Eagle River, Alaska 99577 (907) 694-9998

FUNDING PERIOD: October 1, 1977 - January 31, 1978

OBJECTIVES

Main objectives are to (1) define at least two urban and 10 bush ABE programs and identify a population randomly who attended ABE between the years 1972-1974; and (2) define changes in career patterns of this population and relate on time line--ABE participation--completions and career behavior.

PROCEDURES

Researchers shall, through questionnaires, personal interviews, employment records, and direct followup, study the behavior of ABE completers for 1 year following ABE completion.

EXPECTED CONTRIBUTION TO EDUCATION

The program will statistically define the impact of ABE participation upon career patterns in ABE participants and compare urban and bush ABE participation and consequent career patterns. It will also define (in D.O.T. code and title) typical career patterns and titles of ABE graduates.

APPLICATION NUMBER: 498AH70085 GRANT NUMBER: G007701943

PROJECT TITLE: Environmental Quality and Energy Conservation Curriculum Model

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jacqueline E. Haveman, Senior Program Associate
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103 (415) 565-3026

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The overall purpose of the project is to develop an environmental quality and energy conservation curriculum model for use in postsecondary adult and vocational education programs. The model will provide (1) a holistic, integrated orientation toward environmental and energy issues; (2) means for application of this understanding at the decisionmaking level; and (3) knowledge of vocational opportunities as they might arise from or be affected by environmental and energy concerns.

PROCEDURES

The plan for this project includes: (1) establishing a knowledge base by assessing the state-of-the-art relative to environmental quality and energy conservation curriculum materials and by analyzing vocational and career opportunities relative to these concerns; (2) designing and developing the curriculum model and a series of model-related manuals providing specifications for instructional materials and program development; (3) evaluating the model by means of review by the Project Advisory Board and pilot testing a developed component of the model in a Bay Area community college; (4) conducting a survey to ascertain specific educational and training programs into which the model could be infused; and (5) conducting an invitational workshop to introduce the model to adult and vocational educators.

EXPECTED CONTRIBUTION TO EDUCATION

The outcome of the project will be a series of model-related manuals which will outline the components of the curriculum, the competencies to be attained, and the resources needed to attain these competencies. A sizeable group of educators will become familiar with the potential application of the model to their specific instructional needs.

APPLICATION NUMBER: 498AH70128 **GRANT NUMBER:** G007702214

PROJECT TITLE: Life Skills for Job Success

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Rosemary Gerber Dawson
Division of Career and Continuing Education
Los Angeles Unified School District
1200 North Cornwell Avenue
Los Angeles, California 90033 (213) 625-6085

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of the project is to (1) identify the everyday life skills crucial to job success; (2) develop and validate instructional materials to teach adult vocational students the identified skills; and (3) design management plans to link adult vocational and academic programs.

PROCEDURE

A wide range of educational constituents concerned with adult vocational programs will be involved in a needs survey in which they will rate 139 competencies in six life skill areas according to their importance to job success. The 24 competencies judged to be most crucial for success in the world of work will be the topics for which Competency Achievement Packets (CAPs) will be developed, pilot tested, revised, and disseminated. Personnel at the regional occupational centers (ROC) and skills centers (CETA) will work with project staff to develop a plan for incorporating life skills into the vocational program. Throughout the project will be (1) resource council involvement, (2) inservice for pilot test personnel, and (3) formative evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

This project will result in several procedures and products useful to other educational programs: (1) a replicable, systematic technique for involving school personnel, adult students, and employers in the determination of vocationally-related educational priorities; (2) a list of 139 everyday life skills ranked according to their importance to job success; (3) 24 validated complete competency-based instructional modules; and (4) a management plan linking adult vocational and academic programs.

APPLICATION NUMBER: 498AH70135 GRANT NUMBER: G007701989

PROJECT TITLE: Project C.E.B.I. (Credit for Education in Business and Industry)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Thomas N. Bavier, Coordinator
Contracts and Grant Programs
Manchester Community College
P.O. Box 1046
Manchester, Connecticut 06040 (203) 646-2137

FUNDING PERIOD: August 22, 1977 - August 21, 1978

OBJECTIVES

The purpose of the project will be to combine college resources and business training resources by:

1. Providing administrative support and coordination between the college and local apprentice training programs.
2. Providing academic and career counseling to participating employees cooperative degree programs.
3. Evaluating company-sponsored training programs for the purpose of awarding college credit and incorporating such training into a degree program.
4. Designing continuing education courses to meet area business training needs.
5. Offering college courses at plant or business facilities at a time most convenient to employees.

PROCEDURES

The project staff will work with the training staff of Pratt & Whitney Aircraft Group in providing supportive services such as registration, counseling, and program evaluation at the plant site. Manufacturing, insurance and banking businesses will be contacted and inservice education and training programs will be evaluated for college credit and incorporated into degree or certificate programs. The training needs of participating businesses will be assessed and continuing education courses will be developed to meet company needs.

EXPECTED CONTRIBUTION TO EDUCATION

Project C.E.B.I. will expand existing linkages between the college and businesses and provide further opportunities to serve the continuing education needs of business and industry by combining the educational resources of both. It will provide a vehicle for establishing cooperation and will help to eliminate the duplication of training offered by both colleges and business and industry.

APPLICATION NUMBER:	498AH70041	**GRANT NUMBER:**	G007701872

PROJECT TITLE: Competency-Based Education Curriculum Guide for Merchandising/Marketing

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Irmagard Kop Davis
University of Hawaii
Kapiolani Community College
620 Pensacola Street
Honolulu, Hawaii 96814 (808) 531-4654

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of this project is to develop a Competency-Based Education Curriculum Guide for Merchandising/Marketing for the University of Hawaii Community College System which will meet the needs of persons who wish to enter the field as well as those who are already employed in the industry. The project will (1) review and develop a list of all occupations in the General Merchandising/Marketing program area; (2) develop task inventories for selected occupations; (3) draw a worker mobility chart to show the basic hierarchy of occupations in the General Merchandising/Marketing program area; (4) develop competency-based instructional modules; and (5) develop the curriculum guide in Merchandising/Marketing based on a competency-based model.

PROCEDURES

A General Merchandising/Marketing program advisory council will be formed to discuss the overall organization of project and to get input on the overall curriculum design. A review will be made of all occupations in the General Merchandising/Marketing program area. The College and the program advisory council will decide for which occupations training will be offered. Based on this input, the project director and faculty members will (1) do a task inventory on these selected occupations; (2) write job descriptions and competency levels; (3) prepare instructional modules; (4) conduct systemwide workshops; and (5) develop and publish a curriculum guide.

EXPECTED CONTRIBUTION TO EDUCATION

The development of the Competency-Based Education Curriculum Guide for Merchandising/Marketing should facilitate better coordination of student training with industry demands in that students' training needs for entry level positions, career mobility and inservice training (for people already employed) can be more readily identified and fulfilled. Additionally, this curriculum guide could also be used as a basis for the development of curriculum guides for other vocational education programs in the state of Hawaii as well as in the Pacific Basin.

APPLICATION NUMBER:	498AH70093	GRANT NUMBER:	G007701969

PROJECT TITLE: Proprietary Education: Alternative for Public Policy and Financial Support--Part II

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Marcia Anderson
Assistant Professor and Program Coordinator
Department of Vocational Education Studies
Southern Illinois University
Carbondale, Illinois 62901

FUNDING PERIOD: September 1, 1977 - November 30, 1978

OBJECTIVES

The purpose of the project is to expand the body of knowledge dealing with proprietary education in Illinois. The project will (1) complete a program directory of both resident and correspondent proprietary schools in the state of Illinois; (2) develop a model for the delivery of an inservice competency-based teacher education training for proprietary schools; and (3) complete a comparative analysis of costs of selected vocational programs in both community colleges and resident proprietary institutions in the state of Illinois. The project will develop a handbook which would facilitate community colleges and proprietary schools to cooperate in vocational offerings on a statewide basis.

PROCEDURES

An advisory committee will be organized to assist the project staff with suggestions and advice on all objectives. In Phase I, Illinois proprietary schools will be surveyed requesting basic data about their schools. In Phase II, Illinois proprietary schools will be surveyed to assess perceived instructional competencies of proprietary instructors and their administrators. A portable inservice teacher education model will be developed from survey results. In Phase III, the Illinois Community College Board will supply program cost figures of community colleges. Selected proprietary schools will be surveyed for a program cost comparison.

EXPECTED CONTRIBUTION TO EDUCATION

The final report will provide a summarization and guidelines directed toward (1) improving teacher competencies in proprietary schools, and (2) use of proprietary institution resources as an alternative for statewide planning in postsecondary education.

APPLICATION NUMBER: 498AH70272 GRANT NUMBER: G007702138

PROJECT TITLE: A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education at the Post-Secondary Level with CETA Programs--Business, Industry, Labor, and Adult Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Rex Stockton, Associate Professor of Education
Indiana University Foundation
P.O. Box F
Bloomington, Indiana 47401 (812) 337-3103

FUNDING PERIOD: August 25, 1977 - August 24, 1978

OBJECTIVES

The objectives of this study are to (1) identify existing methods of linking vocational education at the postsecondary level with CETA programs, business, industry, labor, and adult education; (2) describe these existing methods in terms of a number of demographic and operational variables; and (3) evaluate in depth a representative sample of these existing linkage approaches.

PROCEDURES

Linkage systems will be identified through information obtained from national professional associations, general industrial and labor organizations, and all state departments of education. These systems will be surveyed by questionnaire to obtain descriptive and quantifiable data pertaining to organizational and staffing patterns, knowledge of training agencies, work sites, and client populations, and their relationship with training agencies and work sites. A representative sample of 12 linkage systems will be selected for in-depth evaluation and site visit, after which an analysis of data will be conducted. Resulting data will be presented in case study form and final technical reports will be prepared for publications, conferences, and workshops.

EXPECTED CONTRIBUTION TO EDUCATION

This study would result in the following products: (1) a bibliography of publications pertaining to linkage systems; (2) a listing of numerous linkage systems in the U.S.; (3) a presentation of data in graphic and tabular form summarizing information on significant variables in linkage systems; and (4) case study data. This information would provide a contribution to education by charting existing linkages among the systems of postsecondary education, adult education, industry, and government and aid in more effective utilization of human resources.

APPLICATION NUMBER: 498AH70161 GRANT NUMBER: G007701954

PROJECT TITLE: Appalachian Employability Skills Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
George W. Eyster, Executive Director
Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky 40351 (606) 783-2276

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

The purpose of the project is to field test within three sub-regions of Appalachian Kentucky the feasibility and utilization of a new comprehensive vocational training program: *Employability Skills Series* of the Adkins *Life Skills Program*. The objectives are to assist the learners to (1) explore their own interests and abilities; (2) acquire the knowledge and behaviors that can enable them to take full advantage of employment opportunities; (3) use sources of job information; (4) plan time for personal and vocational goals; (5) present themselves effectively; and (6) develop habits that will help them get and keep a job.

PROCEDURES

A wide range of audio, video, and printed materials with students in active participation with carefully trained counselors will be used in a highly structured learning approach to employability problems of adults. Instructional delivery will take place in the three sub-regions of rural Northeastern Kentucky, Lexington-metro, and Louisville-metro at the following levels: adult education/GED students; post-GED students (CETA); and community education participants.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this field test will be demonstrated and disseminated to other vocational training and adult education institutions throughout the Commonwealth of Kentucky. The dissemination activities will be designed to encourage the adoption or adaption of the curriculum content, materials, counseling and teaching methods demonstrated during the project. The project materials will continue to be used for demonstration purposes in selected sites.

APPLICATION NUMBER:	498AH70226	GRANT NUMBER:	G007702541

PROJECT TITLE: Program to Describe and Evaluate the Impact of the 1976 Vocational Education Amendments Upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
C. Robert Muth, Executive Director
Middle Cities Education Association
Proaction Institute
516 Erickson Hall
East Lansing, Michigan 48824 (517) 355-1720

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The purpose of the project is to evaluate the impact of the 1976 Vocational Education Amendments (VEA's) upon CETA-postsecondary vocational education linkages. The project will (1) describe the program coordination that existed between CETA and postsecondary vocational education before and after the implementation of the VEA's; (2) judge the effectiveness of the VEA-mandated linkages between CETA and postsecondary vocational education; and (3) describe the perceptions that CETA and postsecondary vocational education program operators and policy makers have about the impact of the amendments on program effectiveness.

PROCEDURES

The procedures will consist of two waves of national survey data and two waves of more in-depth survey and interview data from a select sample of three states. The first wave of data will survey pre-amendment linkages and the second wave of data will survey post-amendment linkages. The national survey will be mailed to the employment and training divisions of all fifty governor's offices. The three-state, in-depth survey will be mailed to all of the states' prime sponsors and all of the states' postsecondary vocational education directors. Interviews will be conducted with selected State Manpower Service Council and State Vocational Education Advisory Council officials in the three states. In addition there will be a survey of regional HEW and DOL officials responsible for CETA-vocational education linkages.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this project will be as follows: (1) a description of the CETA-postsecondary vocational education linkages which exist in the fiscal years of 1977 and 1978; (2) a descriptive assessment of the impact of the 1976 VEA's on CETA-postsecondary vocational education processes; and (3) an assessment of the perceptions that major actors in the CETA-vocational education system have of the programmatic impact of the 1976 VEA's.

APPLICATION NUMBER: 498AH70039 **GRANT NUMBER:** G007700864

PROJECT TITLE: Linkage Strategies for Program Development in Postsecondary Adult Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Gordon G. Darkenwald, Associate Professor and Co-Director
Center for Adult Development
Graduate School of Education
Rutgers The State University
New Brunswick, New Jersey 08903

FUNDING PERIOD: July 1, 1977 - December 31, 1978

OBJECTIVES

The purpose of the project is to identify strategies for program development through collaborative linkages between adult vocational education agencies and other resource systems in the community. Specific objectives include: (1) analysis of the ecology of existing linkage networks involving postsecondary adult vocational education and other resource systems such as industry and labor; (2) identification of alternative linkage targets and specific linkage strategies to maximize resources while minimizing costs; (3) identification of costs and benefits to adult vocational education of the major linkage alternatives; and (4) analysis of the relationship between the nature and extent of linkage utilization and program effectiveness.

PROCEDURES

Field and survey techniques will be used to develop, test, and refine a theory of practice specific to linkage development in adult vocational education. Phase I will consist of intensive field study in four to six New Jersey counties with a primary focus on community college programming. Linkage relationships will be studied in depth in the context of the total ecology of relevant resource systems. Systematic comparative analysis will be used to identify key variables that affect linkage processes and outcomes. Phase II will test and refine Phase I findings through a national survey of adult vocational education agencies.

EXPECTED CONTRIBUTION TO EDUCATION

Project outcomes will be distilled into a practice-oriented program development manual for adult vocational education directors. The manual will set forth practical, step-by-step guidelines for maximizing resources through interagency linkages.

APPLICATION NUMBER: 498AH70069 **GRANT NUMBER:** G007701963

PROJECT TITLE: A Statewide, Comprehensive Information and Referral System for Making Individuals Aware of Postsecondary Vocational and Technical Educational Opportunities

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Walter A. Cameron, Associate Professor
Bureau of Educational Research and Service
401 Alumni Hall
The University of Tennessee
Knoxville, Tennessee 37916 (615) 974-4466

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The objectives of the project are to:

1. Determine the counseling services needed for assisting individuals in coping with the barriers of sex stereotyping and handicapping conditions of the disabled in selection of vocational-technical education programs at the postsecondary level.
2. Collect and validate information on postsecondary vocational-technical programs and the jobs for which they prepare persons in Tennessee.
3. Develop a comprehensive program of alternative strategies for disseminating information on such programs.

PROCEDURES

1. A survey will be administered to all counseling personnel in the state area vocational schools, the three technical institutes, and the ten community colleges in Tennessee.
2. Counseling personnel at the secondary school level will be surveyed and data will be validated and computerized for instant retrieval.
3. A model of mass media strategies will be developed and field tested in eastern Tennessee on a short-term basis and assessed for its potential for statewide use.

EXPECTED CONTRIBUTION TO EDUCATION

This project will provide state-wide needs assessment data with respect to needs of vocational counselors in coping with barriers of sex stereotyping and handicapping conditions. In addition, a model of mass media strategies will be developed and field tested by approximately 50 counselors serving 10,000 students in Tennessee. Evaluation data on the effectiveness of the developed model will be made available for use by other states.

APPLICATION NUMBER: 498AH70119 GRANT NUMBER: G007701968

PROJECT TITLE: The Development and Testing of Adult Vocational Programs Utilizing the Adult Performance Level Competency Approach, and Related Assessment of Gains in Student Understanding and Employability.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Luke Easter
Adult Community Education
Tennessee State Department of Education
111 Cordell Hull Building
Nashville, Tennessee 37219 (615) 741-7012

FUNDING PERIOD: August 1, 1977 - January 31, 1979

OBJECTIVES

The main objectives are to: (1) specify competencies which are functional to economic and educational success in today's society; (2) develop devices for assessing those competencies of the adult population of the United States; and (3) develop and test APL materials in the area of occupational knowledge which will measure the effectiveness of APL-occupational knowledge materials.

PROCEDURES

Twelve to 15 adult vocational education teachers and 12 to 15 ABE teachers will be selected to be the task for "test" group. Teachers will be selected in cooperation with vocational education supervisors and ABE supervisors in the Memphis City School System. Teachers involved will be enrolled in a four-credit-hour workshop. Initial workshop sessions will be held during two weekends in August and one weekend in September.

EXPECTED CONTRIBUTION TO EDUCATION

At the end of the project 45 adult vocational education teachers and 35 ABE teachers will be trained in the adult performance level methodology and materials. These teachers will be equipped to disseminate information about the APL concept and the utilization of modules in the adult vocational education classroom.

APPLICATION NUMBER: 498AH70123 GRANT NUMBER: G007701988

PROJECT TITLE: Demonstration Project to Link Adult Vocational Education, Comprehensive Employment and Training Act, Business, Industry and Labor, and the Adult Performance Level Competency-Based High School Diploma Program (Project LINK-FOUR)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Buel R. Lyle
Adult Performance Level Project
University of Texas at Austin
Education Annex S-21
Austin, Texas 78712 (512) 471-4623

FUNDING PERIOD: September 1, 1977 - November 30, 1978

OBJECTIVES

The purpose of this project is to link adult vocational education; local CETA programs engaged in vocational training; local business, industry and labor; and the Adult Performance Level competency-based instructional system. The project will (1) demonstrate the enhanced applicability of vocational education linked with an Adult Performance Level competency-based instructional system; (2) encourage the expansion of local CETA programs engaged in vocational training to the APL system; (3) strengthen the bridge between training and employment by soliciting input from the employing community into the instructional/training effort; (4) demonstrate the viability of the competency-based route to the high school diploma; (5) demonstrate an increased commitment to the program by the participants; and (6) demonstrate increased employment and job retention on the part of the LINK-FOUR participant.

PROCEDURES

Four demonstration projects will be conducted in Texas (two urban and two rural sites). Each site will offer a prevocational component to address skills necessary to obtain employment and promote problem solving, personal adjustment, motivation, and good work habits. The APL diagnostic system will be used to identify needs of each participant. Vocational training will be offered both in the classroom and through OJT (CETA). Participant progress will be monitored through the system and followup procedures will also be in effect.

EXPECTED CONTRIBUTION TO EDUCATION

Results of this project are expected to show increased commitment on the part of trainees (stable attendance, lower attrition rate, higher completion rate); increased employment stability; increased performance ratings, and job advancement; as well as increased employer acceptance and support for the vocational training system.

APPLICATION NUMBER: 498AH70194 GRANT NUMBER: G007701952

PROJECT TITLE: Unified Technical Concepts--Phase II

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Daniel M. Hull
Technical Education Research Center-Southwest
4201 Lake Shore Drive, Suite 111
Waco, Texas 76710 (817) 772-8756

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

A continuation of the first phase of the applications of technical concepts grant, the objectives of this project (Phase II) are to:

1. Identify, develop, field test, revise, and disseminate 100 additional instructional modules for use in technical schools to teach and illustrate physical science components in support of their technology curricula. This project will encompass additional specialty support for automotive mechanics, drafting and design, biomedical instrumentation, laser/electro-optics, civil/structural building construction, nuclear, solar, chemical, welding, and dental laboratory.
2. Assist, cooperate with, and support at least two 2-year, postsecondary technical institutes in the pilot testing of the modules.
3. Assist, cooperate with, and support one employer organization in the implementation of a "systems technician" retraining program utilizing the UTC modules.
4. Prepare a program implementation guide to assist schools and employers in understanding the UTC approach and role they play.

PROCEDURE

TERC-SW will provide overall direction for the project and will organize a project team to test the modules and implementation procedures in instructional programs. Staff members will evaluate the results of the field testing, make the necessary revisions, and prepare the program implementation guide. TERC-SW will establish a list of module titles and suggested content to be reviewed by the Development Team; evaluate and revise the module title list with the aid of technical program faculty at six schools; select competent authors from schools and industry and present them with approved module outlines for writing module drafts; edit, revise, and present to two schools and one industry for field testing followed by evaluation of the pilot program in both schools and industry.

EXPECTED CONTRIBUTION TO EDUCATION

This project will provide students with different technical specialties to work in an "open" lab "hands-on" system with only those modules needed for their individual training. The study will provide schools and employers information about the program and will assist them in arriving at decisions or implementation of the UTC concepts.

APPLICATION NUMBER: 498AH70044 GRANT NUMBER: G007701873

PROJECT TITLE: Rural Adult Vocational Education in Entrepreneurship

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
James R. Durkee, Associate Professor
Department of Vocational Education
University of Wyoming
Laramie, Wyoming 82071 (307) 766-3267

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The primary objective of the project is to develop instructional materials that may assist vocational teachers in local communities in developing adult vocational programs in entrepreneurship. The objectives include: (1) developing and/or collecting and adapting instructional material to assist the small rural businessman in the operation and management phases of business; (2) designing a computer-based record and management system for owners and operators of production units in agriculture and develop appropriate instructional materials for preparing farmers and ranchers to use the systems; (3) field testing to the extent that funds are available; and (4) determining opportunities for establishing rural adult vocational education programs through the field test process.

PROCEDURES

Procedure will be to (1) identify, collect, and adapt instructional materials for owners and operators in small rural isolated businesses and agricultural production units; (2) select one or two rural communities based on interest and support of vocational teachers; (3) field test instructional materials in pilot communities and evaluate materials and processes; and (4) disseminate project findings.

EXPECTED CONTRIBUTION TO EDUCATION

The project will expand and improve the quality and quantity of present rural adult vocational education programs by designing and field testing model to be used in the state of Wyoming or similar states with small rural isolated communities. It will also make available a computer-based record and management system for teachers to initiate programs in adult education in agriculture.

PART C: RESEARCH

Priority: Curriculum Management and Instructional Materials

APPLICATION NUMBER: 498AH70285 GRANT NUMBER: G007701946

PROJECT TITLE: Occupational Analysis for Curriculum Development

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
William J. Barnes, Supervisor, Research and Career Education
Colorado State Board for Community College and Occupational Education
Room 207, State Services Building
1525 Sherman Street
Denver, Colorado 80203 (303) 839-3111

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The project is directed toward ascertaining how analyses of occupations might best be conducted in Colorado to provide the basis necessary for planning, implementing, and evaluating vocational education programs. The objectives are to: (1) provide a listing of criteria which might be used to advantage in selecting quality analyses which have been prepared; (2) determine which of two proposed procedures for analyzing an occupation (a modification of Developing A Curriculum (DACUM) or the modified DACUM plus field review) is the most efficient and effective; and (3) make 10 analyses of occupations relevant to vocational education programs in Colorado available for use.

PROCEDURES

A comprehensive search of the literature will be made for analyses of the 10 selected occupational areas. Ten 2-day modified DACUM workshops will be conducted with 10 participants from each area. A modified DACUM uses the DACUM concept and approach based on a review of the literature. From the workshop data, 10 publications will be generated. There will be a 1-day workshop to prepare the interviewers for their role in the field review. The field review of the modified DACUM workshop participants' responses will be done by 20 people in each area.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this study will facilitate vocational education curriculum and curriculum development by aiding in the development of timely curriculum. The information can serve as the basis for performance objectives, development of instructional material, implementation of instructional procedures, and evaluation of educational activities.

APPLICATION NUMBER: 498AH70081 **GRANT NUMBER:** G007701962

PROJECT TITLE: The Development and Testing of Statewide, Multilevel Curriculum Management System for Georgia Vocational Education Programs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Mary N. Harville, Coordinator of Curriculum Development
Office of Adult and Vocational Education
Georgia State Department of Education
333 State Office Building
Atlanta, Georgia 30334 (404) 656-2547

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of this project is fourfold: (1) design, develop, and recommend a statewide curriculum management system; (2) test that system by attempting to develop additional individualized student materials; (3) prepare materials to improve the skills of building level vocational supervisors in managing their curriculum and providing instructional leadership to their teachers, and (4) prepare support and staff development modules to be used by teachers who are implementing the individualized instruction approach.

PROCEDURES

Procedure will include: (1) identification and investigation of methods which are currently being used for this purpose; (2) development of model components and materials for each phase of the system; (3) implementation and testing of these materials in selected situations, and (4) analysis of all data collected relative to the utilization of these components individually and collectively as a system. A hypothetical model will be used to produce these initial components and its revision based on the data collected will produce the final multilevel curriculum management system with supporting materials for State administrators, building level supervisors, and vocational instructors.

EXPECTED CONTRIBUTION TO EDUCATION

This Curriculum Management System should enhance any given State's movement toward a competency-based curriculum and the management of that curriculum, once operational, at all levels.

APPLICATION NUMBER: 498AH70022 GRANT NUMBER: G007701165

PROJECT TITLE: Development of Standards for Textiles and Clothing Postsecondary Programs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Irene Beavers
Iowa State University
Home Economics Education
166 LeBaron
Ames, Iowa 50011 (515) 294-3991

FUNDING PERIOD: July 1, 1977 - December 31, 1978

OBJECTIVES

The purpose of this project is to develop and validate student performance and program standards for textiles and clothing postsecondary programs on a national basis. Specific objectives are to (1) identify textiles and clothing career training programs available at the postsecondary level which require less than professional training; (2) identify and review program guidelines; (3) develop and validate task inventories for entry level priority textiles and clothing areas not yet completed; (4) validate competencies needed in the various occupational areas; (5) identify common and unique competencies needed in the various occupations, and (6) validate student performance standards.

PROCEDURES

Tasks of the project include:

1. Survey postsecondary institutions offering textiles and clothing programs for program standards.
2. Develop competency statements for priority areas based on tasks; survey employers, and analyze data to determine common and unique competencies.
3. Develop task inventories; survey employers, and analyze data from task analyses.
4. Develop instruments for performance and program standards; survey educators and employers; analyze data, and revise standard statements.

EXPECTED CONTRIBUTION TO EDUCATION

The performance standards, based on task analyses, competency studies, and program standards will serve as a basis for developing new programs and evaluating existing ones. The standards will also facilitate articulation of textiles and clothing programs between secondary, postsecondary, and four-year institutions.

APPLICATION NUMBER: 498AH70008 GRANT NUMBER: G007700865

PROJECT TITLE: A Project to Develop Performance-Based Instruction Through Task Analyses and Inservice Programs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Clarence E. Ledoux, Supervisor
Louisiana Department of Education
Division of Vocational Education
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804 (504) 389-2981

FUNDING PERIOD: July 1, 1977 - December 31, 1978

OBJECTIVES

General objectives are to: (1) make an analysis of incumbent workers within occupational areas to be identified by the V-TECS Board of Directors; (2) develop catalogs of performance objectives and criterion-referenced measures in occupational areas identified in (1); (3) utilize the performance objectives catalog in designing curriculum materials; and (4) disseminate the catalogs for utilization in curriculum development.

PROCEDURES

Task statement surveys developed through literature search and incumbent worker interviews will be administered to stratified random sampling of incumbent workers holding jobs classified within selected domains. Populations are to be identified from businesses and industries located in Louisiana. Curriculum materials will be prepared for instructional purposes utilizing previously developed catalogs. Dissemination of catalogs is to be accomplished utilizing an inservice training plan.

EXPECTED CONTRIBUTION TO EDUCATION

The catalogs will provide substantial bases for occupational education program planning and updating. Curriculum materials developed for instructional purposes will provide a vehicle for accomplishment of catalog tasks and information as to the effectiveness and efficiency of conversion of catalog findings into instructional materials.

APPLICATION NUMBER: 498AH70309 GRANT NUMBER: G007701947

PROJECT TITLE: A Curriculum Management System for Instructing the Handicapped (Project HIRE)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
David C. Gardner, Chairman
Department of Business and Career Education
Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215 (617) 353-3218

FUNDING PERIOD: August 15, 1977 - February 14, 1979

OBJECTIVES

The purpose of the project is to develop a curriculum management system for instructing handicapped students enrolled in vocational high schools. The project will (1) develop and test new strategies and standards for utilizing teams of vocational education and special education personnel, supported and directed by university specialists, in the planning, development, and testing of curriculum and instructional materials for use in resource rooms as back-up instructional materials for the regular vocational programs; (2) design, develop, field-test, and refine these materials, and (3) disseminate findings of the project.

PROCEDURES

A team from each of four vocational technical high schools, consisting of two special needs or resource-room teachers, two vocational teachers, and the director of special needs, will work with university personnel to develop materials in one of four vocational areas (i.e., culinary arts, graphic arts, nurse's aide, metal fabrication). Each team will prepare a minimum of three modules, to be pilot tested in the home school, field-tested in all four schools, and refined. Results will be published for distribution. Workshops will be held for those with general interest in the project, vocational education personnel, and special education personnel.

EXPECTED CONTRIBUTION TO EDUCATION

The project will design, develop, and test new strategies and standards as part of a curriculum management system for use as a model by other schools wishing to develop similar materials.

PROJECT NUMBER: 498AH70379 GRANT NUMBER: G007702062

PROJECT TITLE: A Proposal to Develop and Test Improved Procedures For the Development and Distribution of Quality Individualized Mediated Instructional Materials in Vocational Education

PROJECT DIRECTOR AND ORGANIZATION:
Marvin Fielding, Vice President for Instruction
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301 (816) 826-7100

GRANT PERIOD: October 1, 1977 - March 31, 1978

OBJECTIVES

The purpose of this project is to revise and/or develop effective procedures for developing, field testing, reproducing, and disseminating individualized mediated instructional materials. This project will (1) develop and test procedures for improving teacher input in individualized curriculum development; (2) develop and/or revise a maximum of 60 modules of individualized instruction; (3) develop and test methodology for evaluating the effectiveness of teacher prepared individualized instructional materials; (4) develop a system to reproduce and disseminate mediated instructional materials, and (5) collect and analyze data that indicates the costs of developing, reproducing, and disseminating these materials.

PROCEDURES

Competencies required by instructors to develop individualized instructional materials will be identified and curriculum development manual developed. Individualized instructional modules will be developed by instructors in the occupational areas of agriculture, business and office, health, welding, and pre-employment training. Procedures will be identified or developed to evaluate the effectiveness of these modules during field testing. A system for reproducing and disseminating individualized modules will be established. Actual or per module costs of developing, reproducing, and disseminating the materials will be determined.

EXPECTED CONTRIBUTION TO EDUCATION

A curriculum manual will be developed which will outline procedures to be followed in the development of mediated individualized instructional materials. A maximum of 60 individualized mediated instructional modules will be produced. Modules developed and field tested in previous curriculum development projects will also be made available.

APPLICATION NUMBER:	498AH70021	GRANT NUMBER:	G007700862

PROJECT TITLE: Curriculum Activity Planning for Schools

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

John R. Faust
Keene State College
Cheshire House
Winchester Street
Keene, New Hampshire 03431 (603) 352-1909, Ext. 291

FUNDING PERIOD: July 1, 1977 - December 31, 1978

OBJECTIVES

Objectives are to: (1) establish a vocational educator acceptable statewide suggested curriculum content format; (2) train a corps of selected local vocational educators as curriculum leaders; and (3) provide state vocational education leadership with a suggested comprehensive long range plan for curriculum revision and development for New Hampshire Secondary Vocational Centers.

PROCEDURES

Procedure will be to: (1) research and develop a recommended curriculum content format to be presented to a statewide review committee for adoption by state and local administrators and instructors; (2) design and conduct training workshops concerning instructional system development for locally selected instructors who will provide curriculum leadership in their secondary school area vocational centers; and (3) research and write a recommended long-range plan for curriculum revision and development for New Hampshire's secondary area vocational centers.

EXPECTED CONTRIBUTION TO EDUCATION

The project will produce: (1) a curriculum content format acceptable statewide; (2) a corps of trained curriculum leaders at area vocational centers; and (3) recommendations for State Department of Education long-range planning for curriculum needs.

APPLICATION NUMBER: 498AH70061 GRANT NUMBER: G007701874

PROJECT TITLE: A Management System for Modularized, Vocational Curriculum

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Douglas T. Adamson, Director
Division of Occupational Education Instruction
Office of Occupational and Continuing Education
New York State Education Department
99 Washington Avenue
Albany, New York 12230 (518) 474-4686

FUNDING PERIOD: August 1, 1977 - January 31, 1979

OBJECTIVES

The major objectives of this project are to:

1. Foster a high quality curriculum and instructional delivery system for occupational education.
2. Achieve statewide utilization of a modularized, performance-based instructional system among a majority of occupational education teachers
3. Assure accountability through reporting and cost factor studies.

PROCEDURES

Procedure will include:

1. Development of regional project diffusion coordinators who will coordinate expansion of the instructional delivery system.
2. Provision for area and statewide technical assistance to teachers and regional coordinators from selected higher education institutions, research centers, and selected units of the State Education Department.
3. Design and implementation of a reporting system which will provide information for cost effectiveness studies carried out by research centers and selected units of the State Education Department.

EXPECTED CONTRIBUTION TO EDUCATION

The effectiveness of the diffusion and dissemination procedures will be evaluated to provide guidance on the degree and kind of technical support necessary for institutionalization of a revised instructional system. A management support system will be designed and tested for long-term monitoring and evaluation.

APPLICATION NUMBER: 498AH70315 GRANT NUMBER: G007703000

PROJECT TITLE: Coordinated Outreach Resource Library and Instructional Support System

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Donald Eshelby
Research Coordinating Unit
North Dakota State Board for Vocational Education
900 East Boulevard Avenue
Bismarck, North Dakota 58505 (701) 224-3195

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of the project is to establish a vocational education curriculum library for the State of North Dakota. The project has three major objectives: (1) to establish a loan library to serve vocational education instructors in the state; (2) to provide a vehicle of inservicing curriculum and related instructional materials to these instructors, and (3) to provide a facility and instructional materials which can be utilized for purposes of upgrading existing curricula in vocational education programs.

PROCEDURES

A statewide curriculum library will be established at a junior college utilizing the existing curriculum currently housed in the State office and additional various state materials purchased from agencies. Materials purchased under the program will be scrutinized for sex-stereotyping compatibility and usefulness in terms of performance objectives and competency-based format. Various techniques will be studied to inform people of the types of material available for loan through the library system. The facility and its resources will be used as the site for curriculum committee and inservice activity.

EXPECTED CONTRIBUTION TO EDUCATION

The overall benefit will be an ongoing and viable instructional support component coupled with an activity which will determine the effectiveness of other State agency curricula as a component of the instructional system in the State.

APPLICATION NUMBER: 498AH70304 GRANT NUMBER: G007702226

PROJECT TITLE: Experimentation and Further Validation of the Interstate Distributive Education Curriculum Consortium (IDECC) Competency-Based Instructional Systems in Adult, Postsecondary, Secondary and Teacher-Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Terry M. Williams, Project Director
IDECC Project Office
1166 Chesapeake Avenue
Columbus, Ohio 43212 (614) 486-6345

FUNDING PERIOD: September 26, 1977 - March 25, 1979

OBJECTIVES

The purpose of this project is to further develop and validate the IDECC System of learning. The project will: (1) evaluate through experimental research the IDECC competency-based adult and postsecondary instructional system; (2) develop an IDECC procedural manual for planning task analysis, developing learning activity packets, and field testing curriculum; (3) test new standards for occupational task analysis in the occupational area of Department Store, and (4) design, develop, and test new preservice and inservice teacher training modules based on the unique professional competencies of distributive education teacher-coordinators in utilizing the IDECC System of learning.

PROCEDURES

Experimental research will evaluate the effectiveness of the IDECC and the traditional teaching approaches. Each adult and postsecondary program will be selected and then randomly assigned to treatment. A panel of technical consultants will review current IDECC procedures applying to occupational analysis, curriculum development and field testing procedures. The procedural manual will be reviewed by 21 IDECC Consortium state representatives. Comprehensive task inventory questionnaires will be completed by a representative sample of workers and supervisors for the occupational area of Department Store. Each respondent will answer questions concerning the task frequency and importance. Analysis of the data will validate tasks in 16 Department Store occupations. Phase one will identify through task inventory procedures the professional competencies of distributive education teacher-coordinators who utilize the IDECC System of learning. Phase two will develop a set of preservice and inservice teacher training modules in selected distributive education teacher programs.

EXPECTED CONTRIBUTION TO EDUCATION

The project will provide (1) empirical data to assess the IDECC effectiveness: (2) procedural manual; (3) a document listing competencies reflecting training needs for the department store occupational area, and (4) preservice and inservice training modules.

APPLICATION NUMBER: 498AH70196 GRANT NUMBER: G007702217

PROJECT TITLE: PIVOT RESEARCH II

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Stanley B. Cohen, Director of Career Education
Planning & Development
Division of Career Education
School District of Philadelphia
734 Schulykill Avenue
Philadelphia, Pennsylvania 19146 (215) 299-7056

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The purpose of the project is to determine the effectiveness of the Personalized, Individualized, Vocational Occupations Training (PIVOT) system of instruction in a variety of settings and subject areas.

PROCEDURES

Experimental group classes (using PIVOT) and control group classes (using traditional methods) will be established in comprehensive high schools and area vocational-technical schools in the subject areas of machine shop and electrical construction. Each will be taught identical curriculum segments using the respective methods. The same procedure will be used to establish this research model among EMR students in the subject area of nurse's aide. Comparisons will be made between equivalent experimental and control group classes through criterion testing.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this study will help determine the effectiveness of one type of learner-paced, audio-visual delivery system in the teaching of occupational skills to regular and EMR students. It will also provide data concerning the most conducive educational settings, populations, and other special considerations that impact upon the use of this type of instructional method. This information will provide vocational educators across the nation with a basis for decisionmaking in the planning of instructional methodology in vocational settings.

APPLICATION NUMBER: 498AH70101 GRANT NUMBER: G007702222

PROJECT TITLE: Developing a Statewide Implementation Capability for the Effective Utilization of Catalogs of Performance Objectives and Criterion-Referenced Measures Compiled by the Vocational-Technical Education Consortium of States

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Arthur K. Jensen, Director
Vocational Education Media Center
10 Tillman Hall
Clemson University
Clemson, South Carolina 29631 (803) 656-3115

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

1. Corp teachers will validate the job relevancy of existing curriculum and modify same through the use of performance objectives and criterion-referenced measures developed by V-TECS.
2. Corp teachers will be able to use performance-based instruction as an instructional system.
3. Inservice teachers will be able to utilize instructional packages on an ongoing basis as new catalogs are received and implemented.

PROCEDURES

A series of learning activity packages will be selected or developed to educate administrators, teachers, and prospective teachers in the effective utilization of the V-TECS catalogs of performance objectives. A selected corp of teachers will be trained in utilization of these packages to provide for an ongoing program of inservice education for teachers in their local districts to utilize these catalogs as they become available. Vocational teacher education staffs within the state will assist in development and selection of these packages and will be encouraged to utilize them in preservice and inservice programs.

EXPECTED CONTRIBUTION TO EDUCATION

The project will provide the State with a nucleus of teachers prepared to utilize the self-instructional inservice education programs with other teachers in their school districts. It should also provide a recommended, unified teacher education approach to teacher educators and teachers utilizing the V-TECS catalogs in the State.

APPLICATION NUMBER: 498AH70360 GRANT NUMBER: G007702061

PROJECT TITLE: Verification of Psychomotor Skill Sequences for Different Piaget Learning Modes

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
A. Kent Randall, Chairperson
Department of Manufacturing Engineering Technology
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408 (801) 399-5941, Ext. 15

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

During this grant period the objectives will be to:

1. Produce 65 to 75 psychomotor skill "imitation" level 8 mm instructional films for machine shop.
2. Produce 20 to 25 cassette tapes for selected machine shop psychomotor skills to supplement 60 tapes produced under previous grants.
3. Verify the psychomotor skill sequence for different Piaget learning modes using the secondary and two postsecondary classes as control groups.

PROCEDURES

The students in four control groups will have Piaget tests administered to determine their predominant learning mode. Each student will be interviewed to determine previous direct or related machine shop experience and will be placed in a specific location on the learning mode-experience grid. The "imitation" psychomotor skill level films, the cassette tapes, and previously produced "manipulation" level modules will be used as the primary instructional materials. Each student will be tracked and a record maintained of the selection, order, and performance attained during the learning experiences. These records will be used to verify the psychomotor learning process most efficient and effective for each learning mode-experience grid location.

EXPECTED CONTRIBUTION TO EDUCATION

This research grant will provide partial verification of a definite model for learning in vocational education. No other such model exists, and it is applicable to every school that teaches psychomotor skills.

APPLICATION NUMBER: 498AH70220 GRANT NUMBER: G007703027

PROJECT TITLE: Development of a Comprehensive Curriculum Management System

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Luis Rafael Ortiz
Director, Vocational, Technical and High Skills Education Programs
Puerto Rico Department of Education
Calaf and Cesar Gonzalez Streets
Hato Rey, Puerto Rico 00919 (809) 764-1100

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

1. Implement an improved system for Curriculum Development and Management built upon for the existing system in use within the Vocational, Technical, and High Skills Education Programs.
2. Develop a management plan for curriculum and instructional development and improvement that draws together, supplements, and articulates procedures now in use.

PROCEDURES

The planned Comprehensive Curriculum Management System will be developed in five phases: (1) identification and description of existing system, (2) description of desired system, (3) needs assessment, (4) strategies to deliver the desired system, and (5) evaluation and improvement of the system. A determination will be made on the desired system based on conceptual curriculum guides and a needs assessment will be established for the desired project implementation. Following a determination of needed improvements, procedures will be designed for identifying the content of the courses of instruction embracing various elements. Procedures for categorization and codification of tasks operations and unit with job analysis charts will be developed along with procedures for the improvement of teacher's utilization of occupational analysis charts, modules, and teacher guides. Procedures for a management plan will also be developed to include ways of identifying curriculum decisionmakers and their responsibilities, kinds of decisions to be made, and required information and feedback. Development of a decisionmaking process, information support system, and management and contract system will likewise be carried out.

EXPECTED CONTRIBUTION TO EDUCATION

A revised system of curriculum development, evaluation, and improvement will be instituted for occupational education for the Island of Puerto Rico.

PART C : RESEARCH

Priority: Personnel Development for Vocational Education

APPLICATION NUMBER:	498AH70336 GRANT NUMBER: G007701950
PROJECT TITLE:	Professional Renewal of Guidance Personnel
PRINCIPAL INVESTIGATOR AND ORGANIZATION:	Clifton Nash, Coordinator, Pupil Personnel Services Alabama State Department of Education 607 State Office Building Montgomery, Alabama 36130 (205) 832-5200
FUNDING PERIOD:	September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of the project is to (1) develop and test a model for updating and providing local school personnel with the expertise necessary to develop and implement a comprehensive guidance, counseling, placement, and followup system; and (2) establish a Counselor Renewal Center in the state to update those local school personnel (in the service area) who are involved with the guidance and counseling function in the most current concepts and practices of comprehensive guidance and counseling systems.

PROCEDURES

The project staff will design a model system for the professional updating of local school personnel who are involved with guidance, counseling, placement, and followup. A Guidance and Counseling Renewal Center will be developed. A search of the literature and a panel of experts will be used to determine the competencies that local guidance and counseling personnel need to develop a comprehensive guidance and counseling system. A minimum of 20 persons will attend the Center a total of 18 days. Center staff will work with participants at home schools in planning and improving programs.

EXPECTED CONTRIBUTION TO EDUCATION

Each participant will develop a comprehensive guidance and counseling plan for his/her school. The experience and results derived from this project will serve as the foundation from which a continuous updating program will be established for individuals responsible for planning and developing comprehensive guidance and counseling programs in Alabama.

APPLICATION NUMBER: 498AH70082 GRANT NUMBER: G007701944

PROJECT TITLE: Instructional Leadership Development in Generic Work Skills

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Bela H. Banathy, Director
Instructional and Training Systems Program
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103 (415) 565-3197

FUNDING PERIOD: September 1, 1977 - December 31, 1978

OBJECTIVES

The purpose of the project is to design, validate, and disseminate a personnel development program to improve competence of instructional leaders in planning and implementing curricula in generic work skills.

PROCEDURES

Procedures will be to: (1) design a model for the professional development of instructional leadership in generic work skills; (2) develop a training program comprising materials and procedures which will enable teachers to acquire competence in the planning, implementation, and evaluation of an instructional program in generic work skills; (3) test the program in a variety of professional development settings; and (4) disseminate information about the program.

EXPECTED CONTRIBUTION TO EDUCATION

In the course of this project, the Far West Laboratory will develop a program and materials that teachers can use to introduce cooperative group interaction skills in the framework of a generic work skill curriculum. Components of the program will include: an orientation guide; a curriculum content module; an instructional management module; a trainer's guide; and an evaluation manual.

APPLICATION NUMBER: 498AH70038 **GRANT NUMBER:** G007701163

PROJECT TITLE: The Development and Field Testing of a Computer Managed Delivery System for Improving the Inservice Training of Vocational School Personnel

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Robert B. Pyle, Associate Professor
Department of Occupational Education
University of Delaware
206 Willard Hall Building
Newark, Delaware 19711 (302) 738-2573

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The purpose of this project is to investigate the feasibility of delivering instructional modules via a computer-managed instructional system for preparing and certifying inservice vocational education teachers. This project will: (1) develop a computer-based system to deliver and manage modules of instruction; (2) develop and field test twenty modules of instruction; and (3) develop a procedure for evaluating the effectiveness and efficiency of the individual performance based modules, as delivered by a computer based system.

PROCEDURE

The project is designed to focus on 15 inservice vocational education teachers. The program will operate to meet the stated objectives through the following approaches: (1) utilization of Competency-Based Teacher Education and/or Performance-Based Teacher Education modules stressing an individualized approach to instruction via a computer managed system; (2) utilizing advisement processes that will be improved by setting aside blocks of time at each vocational education setting; (3) developing performance-based modules to limit the time spent in the classroom and increase the meaningfulness of the course content to inservice needs of teachers in their unique settings; and (4) reducing the number of class meetings through independent studies aided by instructional modules and onsite observation of instructors by teacher educators.

EXPECTED CONTRIBUTION TO EDUCATION

The result of this study should provide a basis for: (1) improving procedures for delivering, and updating paper-based instructional modules, (2) providing flexibility to accommodate the wider range of needs of teachers, and (3) improving control and accountability of performance-based modules.

APPLICATION NUMBER: 498AH70034 GRANT NUMBER: G007701162

PROJECT TITLE: Development and Implementation of an Innovative Program of Vocational Special Needs Teacher Preparation

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jack Kaufman, Assistant Professor
College of Education
University of Idaho
Moscow, Idaho 83843 (208) 885-6556

FUNDING PERIOD: June 13, 1977 - December 13, 1978

OBJECTIVES

1. Present two 4-week training sessions during the 1977 summer school terms to prepare six affiliate faculty candidates as affiliate instructors of vocational special needs education.
2. Supervise and monitor the presentation of two 3-semester credit courses in vocational special needs teacher preparation at six areas within the State of Idaho.
3. Determine and compare the cost-effectiveness of the delivery system developed in the project and the delivery system using an itinerant professor of vocational special needs.

PROCEDURE

Six vocational education teachers will be selected to participate in an 8-week curriculum development project during Summer Session of 1977. During this period two courses entitled "Identification of Vocational Special Needs Students" and "Vocational Special Needs Methods" will be developed. Following summer session, these six teachers will return to their respective schools and will offer the courses during the winter and spring sessions of the 1977-1978 school year. The cost-effectiveness of this delivery system will be compared to the cost-effectiveness of the itinerant teacher system which has been in effect prior to this project year.

EXPECTED CONTRIBUTION TO EDUCATION

The results of this study should indicate an improved cost-effectiveness resulting from the delivery of teacher inservice training by qualified affiliate resident faculty members as compared to the delivery of inservice teacher training by an itinerant professor from the State's University.

APPLICATION NUMBER: 498AH70203 GRANT NUMBER: G007701991

PROJECT TITLE: Establishing the External Validity of a Transportable System of Staff Development

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Brandon B. Smith, Director
Minnesota Research and Development Center for Vocational Education
145 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455 (612) 373-3838

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

The purpose is to establish the reliability, validity, and utility of a set of instruments and procedures for a transportable system of staff development for secondary and post-secondary vocational instructors. The procedures include a computerized feedback for teachers, supervisors and chief administrators. A series of specific research questions will be tested to assess test-retest and internal consistency reliability and the face-content validity, construct, and concurrent validity of all ratings.

PROCEDURES

A two-stage procedure is used for the study: (1) self-assessment ratings of the professional needs and effectiveness of vocational teachers will be collected, followed by the simultaneous assessment of students and supervisors of teacher needs and effectiveness, and (2) ratings are then analyzed in a manner to test the specific research questions posed for the study. Stage two of the procedure includes the development of a feedback-interpretation booklet, and the conduct and evaluation of a feedback workshop for all participating teachers, supervisors, and administrators.

EXPECTED CONTRIBUTION TO EDUCATION

The project should result in a valid and reliable set of instruments, procedures and computer programs that could be made available to any state or school in the country.

APPLICATION NUMBER: 498AH70027 GRANT NUMBER: G007701166

PROJECT TITLE: Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jasper S. Lee, Associate Professor
Department of Agricultural and Extension Education
Mississippi State University
Mississippi State, Mississippi 39762 (601) 325-4734

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The primary objective of the project is to develop a training procedure for preparing persons with nonteaching professional degrees to become teachers of vocational agriculture. The project will (1) survey state supervisors of agricultural education to determine the current utilization made of such persons; (2) survey state supervisors of agricultural education, teacher educators in agricultural education, and a sample of teachers to evaluate the strategies used in recruiting and training persons with nonteaching professional degrees to be teachers of vocational agriculture; and (3) develop, print, and distribute a procedure for obtaining and preparing such persons as teachers of vocational agriculture.

PROCEDURES

State supervisors and head teacher educators in agricultural education will be identified using directories provided by the U.S. Office of Education. Survey instruments will be developed to obtain information to aid in identifying the most effective means of recruiting, selecting, and training individuals with nonteaching professional degrees as teachers of vocational agriculture. The state supervisors will provide a list of teachers who have nonteaching professional degrees for their states. A sample of these teachers will be surveyed to determine their assessment of their personal recruitment and teacher preparation. The data collected in the surveys will be analyzed and used as a basis for developing a procedure for preparing persons with nonteaching professional degrees to be vocational agriculture teachers.

EXPECTED CONTRIBUTION TO EDUCATION

The project will provide (1) an evaluation of the use of persons with nonteaching professional degrees as teachers of vocational agriculture and (2) a procedure for recruiting, selecting, and training persons with nonteaching professional degrees as teachers of vocational agriculture. This should help in overcoming the shortage of vocational agriculture teachers in the United States.

APPLICATION NUMBER: 498AH70174 GRANT NUMBER: G007701955

PROJECT TITLE: The Development and Evaluation of a Supervised Occupational Experience Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Neil Edmunds
Teachers College
105 Bancroft
University of Nebraska
Lincoln, Nebraska 68588 (402) 472-2556

FUNDING PERIOD: August 15, 1977 - November 14, 1978

OBJECTIVES

The purpose of this research project is to measure the effectiveness of supervised occupational experiences in developing the professional competencies of preservice vocational education teachers. The project will (1) develop and test an instrument to measure the application of preservice distributive and business education teachers' occupational experiences to the development of professional competencies; (2) develop and implement a supervised occupational experience program for preservice distributive and business education teachers; and (3) evaluate the effectiveness of a supervised occupational experience program in developing professional competencies for preservice distributive and business education teachers.

PROCEDURES

The experimental program will be implemented in four teacher education institutions. An experimental group and control group will be identified from the populations of preservice distribution and office education teachers at each institution. A pretest will be administered to both the experimental and control group prior to beginning the supervised occupational experiences. Participants in the experimental group will complete the instructional program developed for the project. They will be supervised by a trained teacher educator and monitored by project staff for the duration of the experiment. A posttest will be administered to both groups at the program's end. Pre- and posttest data will be analyzed for each participant to determine gain in competency development.

EXPECTED CONTRIBUTION TO EDUCATION

The project contributes administrative and instructional materials for the operation of a supervised occupational experience program for preservice vocational teachers.

APPLICATION NUMBER: 498AH70138 GRANT NUMBER: G007702213

PROJECT TITLE: Defining Teacher Education for Health Occupations

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Alberta D. Hill, Professor
College of Education
Washington State University
Pullman, Washington 99164 (509) 335-3792

FUNDING PERIOD: September 1, 1977 - May 31, 1978

OBJECTIVES

This project will define program content and alternative delivery systems for a program of teacher education for health occupations teachers in Washington. Objectives are to (1) identify appropriate competencies and performance objectives for teachers of health occupations programs; (2) determine the importance of and need for instruction in each performance objective; (3) identify delivery systems for teacher education compatible with teachers' needs and resources available in Washington; (4) identify techniques to help eliminate sex stereotyping among health occupations teachers; (5) produce a Planning Guide for Health Occupations Teacher Education which outlines appropriate content and delivery systems for Washington; and (6) disseminate the Planning Guide to persons interested in and responsible for health occupations teacher education and to appropriate resource agencies.

PROCEDURES

A review of literature will be used to identify competencies, which will then be subdivided into performance objectives. Delivery systems and teacher recruitment techniques will be identified from the literature and from a telephone survey of program supervisors for health occupations in each State. The entire population of health occupations teachers and their supervisors will be surveyed by mail and the responses compared in order to determine the most suitable content and delivery systems for Washington.

EXPECTED CONTRIBUTION TO EDUCATION

This project will produce a document to assist curriculum planners in designing a health occupations teacher education program suited to the State's needs and resources. The delivery systems and recruitment techniques identified will be useful for other vocational teachers and the research design and survey instruments will be adaptable to other States.

PART C: RESEARCH

Priority: Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through

APPLICATION NUMBER: 498AH70084 GRANT NUMBER: G007703145

PROJECT TITLE: National Rural Career Guidance Communications Network

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jacqueline E. Haveman, Senior Program Associate
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103 (415) 565-3026

FUNDING PERIOD: October 1, 1977 - December 31, 1978

OBJECTIVES

The purpose of this project is to develop a communication network to promote active information exchange among rural and small schools regarding successful career guidance programs and practices.

PROCEDURES

A consortium of three agencies will be formed to develop and to implement the communication network: Far West Laboratory; ERIC Clearinghouse on Rural and Small Schools, (New Mexico State University) and The Center for Vocational Education, (The Ohio State University). Each agency will take responsibility for completing specific project tasks outlined in the project plan. The approach to network development and implementation includes (1) surveying the information and communication needs of rural schools; (2) implementing a plan to communicate ideas, materials, and consultative assistance to rural schools including maintenance of a free incoming WATTS phone line; (3) developing audio-visual materials to promote the network; (4) developing a directory of rural and small schools; (5) compiling lists of guidance demonstration projects; (6) conducting regional workshops, and (7) assessing network effectiveness.

EXPECTED CONTRIBUTION TO EDUCATION

Products of the project include a listing which will provide rural and small school educators with a comprehensive reference to current materials relevant to career guidance; a directory of potential consultants and demonstration projects; a directory of rural and small schools and a series of newsletters, brochures and handbooks which provide information about the network.

APPLICATION NUMBER: 498AH70142 GRANT NUMBER: G007703205

PROJECT TITLE: Extension and Dissemination of Research Products for National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: California Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert J. Swan
California State University, Long Beach Foundation
1250 Bellflower
Long Beach, California 90840 (213) 498-4436

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The purpose of this project is to produce and disseminate skill-based approaches to staff development in career guidance by the California Center in cooperation with the four other centers making up the national consortium. The American Institute of Research will coordinate the following: (1) integrate and systematically revise available competency-based staff development modules; (2) develop and field test additional modules to fill some of the identified gaps; (3) develop alternate models that demonstrate how such competency-based resources can be integrated into existing programs and efforts; (4) develop and implement a regionalized dissemination system; and (5) conduct and report research on installation and viability of modules and training models in pre- and inservice settings.

PROCEDURES

1. Identify previous modules which need revision or deletion, along with gaps in the total coverage of the module series.
2. Assign and monitor additional modules to fill the gaps and field test and evaluate them.
3. Develop modules to integrate and/or correlate such competency-based material into established staff development programs.
4. Test these dissemination models in terms of actual application.

EXPECTED CONTRIBUTION TO EDUCATION

The impact of the skill-based approach is longer-lasting with greater quality control as shown by the research on the second phase (27 modules).

APPLICATION NUMBER: 498AH70167 GRANT NUMBER: G007702219

PROJECT TITLE: Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joe Wittmer, Chairperson
Department of Counselor Education
100 Norman Hall
University of Florida
Gainesville, Florida 32611 (904) 392-0731

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

Working with four other regional centers in a five-state consortium as coordinated by the American Institutes for Research (AIR), the Florida Center will attempt significant changes in pre- and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through. The desired impact will be through competency-based learning intended to be in the direction of a better integration of pre- and inservice staff development than institutions have accomplished to date.

PROCEDURES

The Florida Center team, comprised of two counselor educators and a member of the Florida State Department of Education, will be coordinated by an AIR center to: (1) integrate and revise available AIR competency-based staff development modules; (2) develop and field test additional modules to fill some of the identified gaps; and (3) develop alternate models that demonstrate use of competency-based resources. The models will show how the resources can (1) be integrated into existing pre- and inservice staff development programs for guidance personnel; (2) be correlated with state-wide certification standards for guidance personnel; (3) impact differentiated staffing in educational settings; (4) develop and implement a regionalized dissemination system; and (5) conduct and report research on the installation and viability of competency-based staff development (modules and training models) in pre- and inservice settings throughout the geographic regions serviced by the Consortium.

EXPECTED CONTRIBUTION TO EDUCATION

The Florida Center, utilizing the Consortium concept, will impact each state in each of five regions of the United States.

APPLICATION NUMBER: 498AH70035 GRANT NUMBER: G007702142

PROJECT TITLE: Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
J. Marlowe Slater, Professor
Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois 61801 (217) 333-7125

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The purpose of the project is to help educational agencies operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning. The project will (1) identify planning models for comprehensive systems of guidance, counseling, placement and follow-through: (2) compile a list of guidance and counseling planning models into a usable format; (3) train one facilitator in 10 states who will instruct personnel in three school districts each in the use of a planning model; (4) prepare a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) profile, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs, and (6) evaluate a planning model's effectiveness in a variety of school system settings.

PROCEDURES

A search will be conducted for existing planning models for comprehensive systems of career guidance and generalized planning models that might have implications for vocational education and guidance and counseling programs. Models identified will be subjected to a selection criteria in order to be included in a *Catalog of Planning Models*. Facilitators from 10 states will be trained to use an already existing planning model for career guidance in conducting workshops to demonstrate how a planning model can be adapted to fit local school system needs. A variety of educational and community personnel will receive instruction in the use of guidance and counseling planning tools. Evaluation data will be collected on workshop sites and a *Case Study Profile of a Guidance and Counseling Planning Model* will be developed and distributed.

EXPECTED CONTRIBUTION TO EDUCATION

The study will provide evaluation data resulting from the implementation of systematic planning efforts for comprehensive guidance programs.

APPLICATION NUMBER: 498AH70321 GRANT NUMBER: G007703001

PROJECT TITLE: Library Information for Vocational Education Systems (LIVES)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert L. Gibson
Indiana University Foundation
P. O. Box F
Bloomington, Indiana 47401

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of the project is (1) to provide a pilot program in the Monroe County public library where low-income or unemployed adults, female and male, can find non-biased, non-stereotyped vocational information, guidance, and referral in the areas of job training, job opportunities, required skills, job descriptions, employment outlooks, and related concerns, and (2) encourage (recruit) these adults, particularly minorities and the disadvantaged, to utilize the service, and to provide librarians with the vocational materials and interpersonal professional skills necessary to serve these adults.

PROCEDURES

An Implementation Guide with recommended materials and various procedures and alternatives for consideration by library personnel will be developed. LIVES will provide a multi-media approach to vocational information dissemination and will feature resource people and audio-visual materials as well as more traditional printed materials. Low-income or unemployed men and women will be recruited through various promotional and public relations techniques. Participating librarians, counselors, and adult educators will acquire an awareness of interpersonal and professional skills helpful in dealing with the adult vocational information seeker and will develop an implementation plan during a 5-day workshop. Evaluation of the effectiveness and community impact of establishing a public library as a LIVES Center will be an ongoing process, and results will be detailed in a final report submitted to the Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education; the Indiana State Library; and Indiana State Board of Vocational-Technical Education.

EXPECTED CONTRIBUTION TO EDUCATION

This project will develop a model which may be replicated in other public library systems.

APPLICATION NUMBER: 498AH70387 GRANT NUMBER: G007703002

PROJECT TITLE: The Assessment of Competencies for a Comprehensive Delivery System of Guidance

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert L. Gibson
Indiana University Foundation
P. O. Box F
Bloomington, Indiana 47401

FUNDING PERIOD: October 1, 1977 - December 31, 1978

OBJECTIVES

This project is designed to identify and describe existing exemplary practices and models for upgrading on a continuous basis the required knowledge and competencies of those who provide comprehensive systems of guidance.

PROCEDURES

Following data collection, including site visits and analysis, the project will address itself to the design of a system of providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the analyses of data is associated with the Association for Counselor Education and Supervision position on 15 competencies necessary for counselors and constituting a minimum of skills for entry into the profession.

Project outcomes will include inventories of training modules and methods, credentialing methods, credentialing strategies, commercial materials for training, and methods for dissemination of such products.

EXPECTED CONTRIBUTION TO EDUCATION

This project will identify and disseminate practices for improving comprehensive competency-based counselor training programs.

APPLICATION NUMBER: 498AH70088 GRANT NUMBER: G007702850

PROJECT TITLE: Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Maryland Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Nancy K. Schlossberg, Professor
Department of Counseling & Personnel Services
University of Maryland
College Park, Maryland 20742 (301) 454-2026

FUNDING PERIOD: October 1, 1977 - March 30, 1979

OBJECTIVES

The Maryland Center will attempt significant changes in pre- and inservice staff development in career counseling of junior high women, in bridging the gap between education and work, and developing career counseling for adults in industrial settings.

PROCEDURES

Training modules will be developed as a pre- and inservice training vehicle to meet the three objectives listed above. The modules will be for:

1. Junior high counselors trying to help parents facilitate their children's career development.
2. Counselors planning to establish career counseling in industrial settings.
3. School administrative and supervisory personnel focusing on bridging the gap between education and work.

Training modules will be field tested and disseminated to a region designated for Maryland to cover.

EXPECTED CONTRIBUTION TO EDUCATION

The consortium concept will make it possible to impact each state in each of six regions of the U.S. with a competency-based staff development system made up of products developed under various federally-funded projects. The Consortium's research component will document the nature and extent of the impact.

APPLICATION NUMBER: 498AH70137 GRANT NUMBER: G007702375

PROJECT TITLE: Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Garry R. Walz, Director
Center for Personal Empowerment, Inc.
P.O. Box 2137
Ann Arbor, Michigan 48106 (313) 764-9492

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

In this project Michigan proposes to be one state in a five-state Consortium (California, Florida, Maryland, Michigan, and Washington) coordinated by the American Institute for Research (AIR) to: (1) develop competency-based learning modules to improve pre- and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through; and (2) disseminate these new resources, as well as existing ones, throughout the geographic region to be serviced by Michigan.

PROCEDURES

The Consortium of five Development Centers, each comprised of a State Department team and a counselor training institution, will be coordinated by the AIR Center to: (1) integrate and systematically revise available competency-based staff development modules; (2) develop and field test additional modules to fill identified gaps; (3) develop alternative models to integrate resources into existing staff development programs, correlate with statewide certification standards, and impact differentiated staffing in educational settings; (4) develop and implement a regionalized dissemination system giving access to the staff development models and training modules; and (5) conduct and report project research.

EXPECTED CONTRIBUTION TO EDUCATION

A major outcome of the project will be to assist these career guidance personnel to develop skills in designing and implementing systematic, comprehensive approaches to career guidance programming.

APPLICATION NUMBER: 498AH70323 GRANT NUMBER: G007701948

PROJECT TITLE: National Rural Career Guidance Communication Network

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Everett D. Edington, Project Director
The Center for Vocational Education
New Mexico State University
Box 3N
Las Cruces, New Mexico 88003 (505) 646-2623

FUNDING PERIOD: September 1, 1977 - February 29, 1979

OBJECTIVES

The purpose of this three-agency consortium project is to design, develop, implement, and evaluate a nationwide career guidance communication system for personnel in rural and small schools. In order to reach this goal, the project will (1) conduct a rural school career guidance information needs assessment; (2) implement a system for communicating career guidance ideas, methods, materials, and consultative assistance to personnel in rural settings; (3) develop support audio and/or visual aids; (4) develop and communicate information about promising materials and practices applicable to rural schools; (5) develop an up-to-date listing of the nation's rural schools and names of key consultants by State; (6) conduct five regional leadership training workshops; and (7) determine the most effective communication techniques.

PROCEDURES

The consortium agencies will develop and implement a number of research and development methods. The initial approach to determining the information and communication needs of rural schools will be to survey approximately 15 percent of the nation's rural schools and/or intermediate districts. Five major communication services will also be provided: (1) a nationwide toll free telephone service that will be operative 24 hours a day, 7 days a week; (2) a mail consultancy service; (3) a series of newsletters to the nation's 7,600 rural schools; (4) a handbook of innovative guidance techniques in rural schools; and (5) a listing of area available consultants. The project will conduct a number of State surveys especially at the State and intermediate educational levels and will identify a possible national inservice leadership cadre and provide regional-based training.

EXPECTED CONTRIBUTION TO EDUCATION

State departments of education, the federal government, and research and development agencies will more fully understand the unique information and communication needs of personnel in rural and small schools, and they will have knowledge of a tested effective method of meeting these needs.

APPLICATION NUMBER: 498AH70256 **GRANT NUMBER:** G007702133

PROJECT TITLE: National Rural Career Guidance Communication Network

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Harry N. Drier, Jr., Senior Research Specialist
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

FUNDING PERIOD: September 1, 1977 - November 30, 1978

OBJECTIVES

The purpose of this three-agency consortium project is to design, develop, implement, and evaluate a nationwide career guidance communication system for personnel in rural and small schools. In order to reach this goal, the project will (1) conduct a rural school career guidance information needs assessment; (2) implement a system for communicating career guidance ideas, methods, materials, and consultative assistance to personnel in rural settings; (3) develop support audio and/or visual aids; (4) develop and communicate information about promising materials and practices applicable to rural schools; (5) develop an up-to-date listing of the nation's rural schools and names of key consultants by State; (6) conduct five regional leadership training workshops; and (7) determine the most effective communication techniques.

PROCEDURES

The consortium agencies will develop and implement a number of research and development methods. The initial approach to determining the information and communication needs of rural schools will be to survey approximately 15 percent of the nation's rural schools and/or intermediate districts. Five major communication services will also be provided: (1) a nationwide toll free telephone service that will be operative 24 hours a day, 7 days a week; (2) a mail consultancy service; (3) a series of newsletters to the nation's 7,600 rural schools; (4) a handbook of innovative guidance techniques in rural schools; and (5) a listing of area available consultants. The project will conduct a number of State surveys especially at the State and intermediate educational levels and will identify a possible national inservice leadership cadre and provide regional-based training.

EXPECTED CONTRIBUTION TO EDUCATION

State departments of education, the federal government, and research and development agencies will more fully understand the unique information and communication needs of personnel in rural and small schools, and they will have knowledge of a tested effective method of meeting these needs.

APPLICATION NUMBER: 498AH70377 GRANT NUMBER: G007702224

PROJECT TITLE: Extension in Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Washington State Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Marjorie Anderson, Director Pupil Personnel Services
Office of Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

FUNDING PERIOD: October 1, 1977 - March 31, 1979

OBJECTIVES

The proposed five-state consortium (California, Florida, Maryland, Michigan and Washington State Centers) coordinated by the American Institute of Research will attempt significant change in pre- and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-up. The desired impact will be through competency-based learning going well beyond conventional cognitive or attitudinal levels emphasized in most instructional programs. This impact is intended to be in the direction of a better integration of pre- and inservice staff development that institutions have accomplished to date working with regional centers for training, development, field testing, and demonstration.

PROCEDURES

The consortium of five staff development centers, each comprised of a state director team and a counselor training institution, will: (1) integrate and systematically revise available competency-based staff development modules so that useful resources and critical gaps will be clearly identified; (2) develop and field test additional modules to fill some of the identified gaps; (3) develop alternate models to demonstrate what competency-based resources can do; (4) develop and implement a regionalized dissemination system that will provide practitioners with access to staff development models into the training modules, and (5) conduct and report research on the installation and visibility of competency-based staff development (modules and training models) in pre- and inservice settings throughout the Washington State geographic region.

EXPECTED CONTRIBUTION TO EDUCATION

The consortium concept will make it possible to impact each State with the competency-based staff development system made up of products developed under various federally funded projects.

APPLICATION NUMBER: 498AH70224 GRANT NUMBER: G007702132

PROJECT TITLE: Development of a Planning Model and State and Local Plans for Improving Comprehensive Systems of Career and Vocational Guidance, Counseling, Placement, and Follow-Through.

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Wilbert Roy Thomas, Director, Research Coordinating Unit
Department of Education
Bureau of Vocational-Technical & Adult Education
1900 East Washington Street
Charleston, West Virginia 25305 (304) 736-3880

FUNDING PERIOD: September 1, 1977 - October 31, 1978

OBJECTIVES

The purpose of the project is to develop a planning model and a state plan for improving comprehensive systems of career or vocational guidance, counseling, placement, and follow-through in West Virginia. The plan will include community-based guidance services, upgrading guidance services personnel, and evaluation of guidance services programs for students, out-of-school youth, and adults. The project will (1) assess existing career and vocational guidance services: (2) assess the career and vocational guidance needs; (3) assess changes needed to improve career and vocational guidance services; (4) develop a model state and local plan which is implementable, and (5) conduct evaluation of the products.

PROCEDURES

Procedure will include: (1) review documented reports of planning models and guides related to career and vocational guidance services; (2) synthesizing and documenting findings regarding planning models and guides; (2) adapting and/or developing survey and evaluation instruments, and (4) supervising the work of a 26-member Task Force and other consultants. A stratified random sampling procedure will be followed to insure approximately equal numbers of males and females. The population samples will come from: (1) secondary students; (2) postsecondary students; (3) adult learners; (4) a wide variety of educational personnel, and (5) non-school community populations.

EXPECTED CONTRIBUTION TO EDUCATION

The implementable State and local model for planning should be of great value in West Virginia and very beneficial to other states.

PART C: RESEARCH

Priority: Administration of Vocational Education at the State and Local Level

APPLICATION NUMBER: 498AH70156 GRANT NUMBER: G007703204

PROJECT TITLE: An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
David Allen, Associate Director
Vocational Education Teacher Education Office
University of California Extension
10995 Le Conte Avenue, Room 614
Los Angeles, California 90024 (213) 825-7909

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of the project is to analyze alternatives for the implementation of Part A, Section 111 (2) (A) and (B) Payment to the States of Public Law 94-482 and to develop models from this analysis which may be replicated.

PROCEDURES

Through contact with the 50 state directors for vocational education and the assistance of an advisory committee, suggested models will be developed to assist states in implementing the requirements of Public Law 94-482, Part A, Sec. 111 (2) (A) and (B). Tasks to be accomplished are: (1) gathering information from state directors; (2) analyzing information; (3) reviewing information by advisory committee; (4) developing conceptual model frameworks; (5) developing tentative models; (6) obtaining state directors' reactions; (7) refining models; (8) finalizing models; (9) preparing publications; and (10) disseminating information to USOE and the states. Analysis used in the models development will consider whether models are obtainable, operational, replicable and feasible.

EXPECTED CONTRIBUTION TO EDUCATION

The outcome of this project will be a publication describing models that can be replicated to provide states with realistic alternatives in the financing and maintenance of State-level administrative activities.

APPLICATION NUMBER: 498AH70316 GRANT NUMBER: G007702227

PROJECT TITLE: Mainstreaming Workshops for Vocational Administrators

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Peter R. Dahl, Research Scientist
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302 (415) 493-3550

FUNDING PERIOD: September 15, 1977 - January 14, 1979

OBJECTIVES

1. Identify the primary areas of concern that should be addressed in the workshops and identify resources of value to vocational educators in serving handicapped students in their programs.
2. Develop workshop and resource materials to address the concerns identified in Objective 1 and develop a workshop strategy.
3. Plan and conduct workshops to increase skills of vocational administrators and to determine the adequacy of the workshop materials.
4. Revise and distribute the workshop and resource materials.

PROCEDURES

California vocational administrators will be surveyed to identify their primary concerns. An Advisory Panel of vocational experts will be convened to provide suggestions in the areas of program administration, legal requirements, and workshop design. Workshop and resource materials will be prepared and a series of workshops conducted for California vocational administrators. The workshop materials will be revised and made available to USOE and the State of California for distribution and will be submitted to ERIC.

EXPECTED CONTRIBUTION TO EDUCATION

California administrators who attend the workshops will be better able to provide quality services to handicapped students in their programs. Workshop materials can be used to train administrators in other states to do the same.

APPLICATION NUMBER: 498AH70091 GRANT NUMBER: G007702060

PROJECT TITLE: A Comprehensive Management Model for the Development, Field Testing, and Impact Assessment of PBVE Programs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Edgar E. Hornback, State Research Coordinator
State Board of Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204 (317) 633-7673

FUNDING PERIOD: September 15, 1977 - September 14, 1978

OBJECTIVES

The purpose of the project is to train 15 teachers in the methodology and techniques of implementing Performance Based Vocational Education (PBVE) and PBVE curriculum development based upon V-TECS (Vocational-Technical Education Consortium of States) data. The project will also complete the final phase of field review for the Domain Referenced Testing Model.

PROCEDURES

The Human Resources Development Coordinator and the Research and Development Coordinator will be working closely with the State Universities and State staffs in designing, executing, and evaluating their efforts in PBVE. Teachers to receive training will be selected from school districts planning to implement PBVE. These districts will be in addition to the districts that will be involved in developing the Domain Referenced Testing Model for determining the pre-instruction capabilities of students. Representatives from each district will be actively involved in the organization, design, selection of teachers, training, field testing efforts, and evaluation. The PBVE/V-TECS concept will be introduced to all user groups in Indiana. Workshops will be conducted with program area groups to explain the use of V-TECS in curriculum development, program planning, and curriculum program evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

A Field Tested Assessment Model for Determining Pre-Instruction Capabilities of Students will be made available in the areas of auto mechanics, horticulture, and machine trades. This program will also provide a group of trained personnel in the areas of curriculum development, program implementation, and program administration.

APPLICATION NUMBER: 498AH70305 GRANT NUMBER: G007702290

PROJECT TITLE: A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Carolyn G. Litchfield, Assistant Professor
College of Education: Vocational Education
University of Kentucky
36 Dickey Hall
Lexington, Kentucky 40506 (606) 257-2998

FUNDING PERIOD: September 15, 1977 - March 14, 1979

OBJECTIVES

The purpose of the project is to assess the reasons for the imbalance of women in administrative positions in vocational education. Two research studies will be conducted: (1) to identify the attitudes of women in vocational education toward accepting and/or aspiring to administrative positions in vocational education; and (2) to identify the attitudes, policies, and practices of employers toward hiring women for administrative positions. Baseline data obtained through these studies will be synthesized and translated into an outline of strategies for a realistic plan of action to eliminate sex role sterotyping and sex bias in administrative positions in vocational education.

PROCEDURES

To ascertain the attitudes and aspirations of women, a random sample will be made from the Kentucky *Directory of Vocational Education Personnel*. In order to identify employer attitudes, policies and practices, a random sample will be made from individuals who hire vocational and technical education administrators in Kentucky. An advisory committee and the project staff will use this data to develop the plan of action for eliminating sex role stereotyping and sex bias.

EXPECTED CONTRIBUTION TO EDUCATION

As a result of this project, a basis should be provided for identifying (1) the attitudes and aspirations of women regarding employment as administrators in vocational education, and (2) the attitudes, policies and practices of employers toward hiring women as administrators. A plan of action will be available with strategies designed to eliminate any reservations women may possess regarding their ability to perform in the administrative positions available in vocational education and to help women develop positive attitudes. Strategies will also be directed toward working with employers to eliminate barriers to the employment of women in administrative positions in vocational education.

APPLICATION NUMBER:	498AH70191	CONTRACT NUMBER:	G007700070

PROJECT TITLE: Needs Assessment Procedure: Mainstreaming Handicapped

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

James H. Hughes, Senior Research Analyst
Systems Sciences, Inc.
P. O. Box 2345
Chapel Hill, North Carolina 27514 (919) 929-7116

FUNDING PERIOD: September 1, 1977 - March 31, 1978

OBJECTIVES

The purpose of the project is to design and develop a new needs assessment procedure specifically for use by local vocational education administrators to (1) identify needs and barriers to mainstreaming; (2) develop strategies for meeting the identified needs and overcoming the barriers; and (3) plan successfully for strategy implementation.

PROCEDURES

The general theoretical orientation of the study is ecological. Of direct concern is the set of interactions that comprise the public school setting in which the vocational education program operates. The needs assessment procedure will be designed to assess the perceptions and preferences of the primary members of the school setting who account for those interactions.

The procedure to be designed and developed will have four distinct phases: (1) needs assessment and identification of barriers: (2) development of strategies to meet needs and overcome barriers; (3) implementation of planned strategies, and (4) evaluation. The design of the needs assessment and identification of barriers phase will incorporate the nominal group process.

EXPECTED CONTRIBUTION TO EDUCATION

The primary end product of the proposed project will be a documented procedure designed to improve the administration of vocational education at the local level for handicapped students. The final report will describe the procedure, present specific instructions for its application, and identify resources available to assist the local program administrators.

APPLICATION NUMBER: 498AH70211 GRANT NUMBER: G007702137

PROJECT TITLE: Establishing the Basis for a Multi-Purpose Local Labor Market Information System: Assessment of User Need and Data Availability

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joyce F. Kinnison
Project Director for Research
Department of Administration
State of North Carolina
112 West Lane Street
Raleigh, North Carolina 27603 (919) 733-6700

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The purpose of this project is the sequential development of a multi-purpose Local Labor Market Information (LMI) System. Specific objectives are to: (1) assess major user needs for LMI by type of use; (2) place user needs in priority order for Labor Market Information; (3) identify, inventory and classify existing federal, state and local sources of localized LMI; (4) match user need for information with available LMI; and (5) derive a common core of Labor Market data elements.

PROCEDURES

The procedure involves seven tasks: (1) acquaint state and local government agencies with the project and the need for their cooperation, using the NCSOICC as the focal point; (2) develop survey instrumentation for collecting data on LMI needs; (3) collect data on the LMI needs of selected state and local agencies; (4) analyze the survey data to assign priority to LMI needs and to present the results showing dimensions of needs of state agencies and across state and local agencies; (5) search published LMI on North Carolina and interview personnel from state and local agencies to identify gaps in documented LMI needs; (6) match the LMI needs to available data and identify needs and rank by their priority ratings; and (7) prepare a final report which documents all phases of the project.

EXPECTED CONTRIBUTION TO EDUCATION

The end product will be a final report which will contain: (1) a listing of user informational requirements assigned priority according to user needs for specific uses; (2) an inventory of major labor market data sources catalogued according to informational requirements; and (3) a recommended "common core" of labor market data elements that are both needed and collected. This document will provide planners, educators and training program administrators access to better, more complete local Labor Market Information.

APPLICATION NUMBER: 498AH70029 GRANT NUMBER: G007702221

PROJECT TITLE: Rhode Island Vocational Educational Management Information System Modifications

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Frank A. Pontarelli, Coordinator, Vocational Services
Bureau of Vocational-Technical Education
Rhode Island Department of Education
22 Hayes Street
Providence, Rhode Island 02908 (401) 277-2691

FUNDING PERIOD: September 1, 1977 - September 30, 1978

OBJECTIVES

The prime objectives of this proposal are: (1) development and refinement of the Vocational Module of the Rhode Island Educational Management Information System to integrate all levels of occupational training regardless of funding source or purpose; and (2) planning and design of an occupational enrollment projection model and the coupling of those designs with manpower data and the manpower data and the manpower simulation model.

PROCEDURES

The Vocational Task Force will be expanded to include greater participation of the Vocational Area Schools and the representation from such groups as CETA, Post Secondary Education, the MIS Technical Group and other appropriate agencies. Information on postsecondary education, training being funded with the CETA 5 percent set-aside, and other areas of training already established on secondary and adult programs will be integrated into the module's data base. Ongoing manpower systems used by other states and/or agencies will be reviewed to determine which ones are the most efficient, productive, and cost effective and recommendations made to the appropriate outside agencies and committees within the Rhode Island Department of Education.

EXPECTED CONTRIBUTION TO EDUCATION

The project will: (1) initiate the development and design of the enrollment projection model; (2) develop specifications for the interlinking of the Vocational Module, manpower data, and the manpower simulation model; and (3) design and develop online inquiry and remote job entry capabilities for displaying statistical data upon demand to improve the system's responsiveness to users.

APPLICATION NUMBER: 498AH70071 GRANT NUMBER: G007701875

PROJECT TITLE: Project IVA: Improving Vocational Administration

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Billy N. Pope, Coordinator
Educational Personnel Development Consortium D
Educational Service Center, Region 10
P O Box 1300
Richardson, Texas 75080 (214) 231-6301

FUNDING PERIOD: September 1, 1977 - February 28, 1979

OBJECTIVES

The purpose of the project is to improve preservice and inservice programs designed to prepare or improve the competencies of administrators of vocational education in Texas. The project will (1) survey existing preservice and inservice training programs for administrators; (2) identify the needs of administrators responsible for administration of vocational programs; (3) develop inservice materials in modular form to address these needs; and (4) design and validate a training package to increase the management skills of administrators with vocational education responsibilities.

PROCEDURES

The project will utilize an advisory committee to: (1) conduct a needs assessment and identify competencies of administrators responsible for vocational education; (2) develop individualized learning packages based on identified competencies; (3) validate the learning packages by conducting a workshop for selected administrators, and (4) disseminate the learning packages to State staff and teacher educators.

EXPECTED CONTRIBUTION TO EDUCATION

The results of the project will produce both long-range and short-range benefits. Administrators' competencies will be improved enabling them to more effectively (1) use information systems for planning and decisionmaking; (2) implement a proven management system; (3) better meet the needs of minorities, females, and other special populations; (4) improve curriculum, course offerings, and assessment procedures; and (5) coordinate occupational training programs with other manpower programs. This improvement in the training of administrators of vocational programs will ultimately result in improved vocational programs for students.

APPLICATION NUMBER: 498AH70083 GRANT NUMBER: G007702979

PROJECT TITLE: Review and Description of Vocational Education Project Cost Allocation and Reporting Systems in the Territory of Guam

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Paul R. Christensen
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103 (415) 565-3000

FUNDING PERIOD: October 1, 1977 - February 28, 1978

OBJECTIVES

The objectives are to (1) determine the nature and extent of present methods of allocating and controlling costs and comparing those costs to an allowable budget; (2) describe the cost/control/reporting systems in a way useable to to non-accountants who are responsible for managing vocational education projects; (3) highlight federally required procedures; and (4) provide informal, helpful suggestions which may increase the usefulness of data provided to vocational education managers.

PROCEDURES

Prior to the site visit, the Laboratory will closely review documents relevant to this project. In agreement with the Associate Superintendent for Careers and Occupations on Guam, we will obtain and study the following: (1) the audit report issued in 1974, (2) accounting procedures manuals, (3) code of federal regulations, (4) copies of all available cost and budget forms, and (5) current fiscal reports from the Department of Education and the Department of Administration. In addition, documentation from prior studies of Guam's accounting systems will be reviewed. During a site visit, the Laboratory's K.W. Harms will conduct interviews with a number of personnel holding key positions in Guam's governmental organizations affecting vocational education. During these discussions, problems which these people encounter and opportunities they see for resolution will be investigated.

EXPECTED CONTRIBUTION TO EDUCATION

Title II of PL 94-482 extensively revised the Vocational Education Act of 1963 and delineated specific fiscal objectives for Federal funds. An accurate, consistant, and understandable cost accounting system is required to assure compliance with Federal law and useful application of vocational education monies. This project will contribute to the ongoing improvement of Guam's accounting systems and will clarify the operation of that system to vocational education managers on Guam.

PART C: RESEARCH

Special Projects

APPLICATION NUMBER: 498AH70003 GRANT NUMBER: 300770033

PROJECT TITLE: Opportunities in Vocational Education for American Indians

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Betty L. Gress, Acting Executive Director
Coalition of Indian-Controlled School Boards, Inc.
811 Lincoln Street - Suite 4
Denver, Colorado 80203 (303) 837-8016

FUNDING PERIOD: February 16, 1977 - August 16, 1977

OBJECTIVES

The purpose of the project was to hold a national conference on opportunities in vocational education for Indian people which would acquaint the Indian community with the Contract Program for Indian Tribes and Indian organizations as well as other vocational education programs.

PROCEDURES

A planning session for the national conference was held in Denver on April 14-15, 1977, and was attended by representatives from several national Indian organizations, USOE staff, and Coalition staff members. The national conference was held in Denver on June 28-30, 1977. General sessions and workshops were concerned with the Contract Program for Indian Tribes and Indian Organizations and with other vocational education programs.

EXPECTED CONTRIBUTION TO EDUCATION

The conference provided information on vocational education programs to members of the Indian community. Conference attendees received a report of the conference proceedings.

CONTRACT NUMBER: 300770262

PROJECT TITLE:	The Development of an Instrument to Evaluate Vocational Education Programs
PRINCIPAL INVESTIGATOR AND ORGANIZATION:	Donald W. Drewes, President CONSERVA, Inc. Suite 112 401 Oberlin Road Raleigh, North Carolina 27605 (919) 832-7117
FUNDING PERIOD:	June 13, 1977 - October 12, 1977

OBJECTIVES

The purpose of this project is to develop criteria and instrumentation which could be used by the U.S. Office of Education to assess the strengths and limitations of a State's vocational education planning and student followup procedures. To achieve that end, the following objectives were set: (1) develop criteria and prototype instrumentation for documenting strengths and weaknesses in State planning and student followup procedures; (2) field test the instrumentation; and (3) revise the procedures and instrumentation based on results of the field test.

PROCEDURES

A vocational education task force was convened to assist in establishing criteria by which to determine strengths and weaknesses in planning and student followup procedures. The resultant criteria were incorporated into data collection instrumentation, which was later field tested in one state. No revisions in the instrumentation were necessary.

EXPECTED CONTRIBUTION TO EDUCATION

The procedures and instrumentation developed by this project can be of immediate use to the U.S. Office of Education in assessing the current strengths and limitations of State vocational education planning and student followup procedures. Such assessments are a part of the Congressionally mandated review to be conducted by the Office of Education as described in the Education Amendments of 1976, P.L. 94-482, Sec. 112 (a) (2).

APPLICATION NUMBER: 498AH70001 CONTRACT NUMBER: 300770012

PROJECT TITLE: Resources in Eliminating Sex-Role Stereotyping in Vocational Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Wesley E. Budke, Specialist
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

FUNDING PERIOD: December 16, 1976 - December 15, 1977

OBJECTIVES

The purpose of this project is to identify and publish a list of existing resources on sex-role stereotyping in vocational education. The list will serve the information needs of researchers and vocational education personnel at the State and local levels. In addition, the resource list will assist the U.S. Office of Education staff in making more effective decisions on eliminating sex-role stereotyping in vocational education.

PROCEDURES

1. Selection of those items relating specifically to vocational education from already existing searches on sex-role stereotyping.
2. Compilation of basic information about relevant reports, projects, materials, and persons in a resume form.
3. Development of a format for annotations.
4. Establishment of verification procedures.
5. Transferal of information from resumes to final draft of product.
6. Distribution of final product as an insert in *Centergram.*

EXPECTED CONTRIBUTION TO EDUCATION

The resource list will provide USOE staff and State and local vocational education staffs with resource materials which will be appropriate for increasing the awareness and understanding of the problem of sex-role stereotyping and for developing effective strategies for the elimination of sex bias in vocational education.

APPLICATION NUMBER: 498AH70086 CONTRACT NUMBER: 300750141

PROJECT TITLE: AIM/ARM: Abstracts of Instructional and Research Materials in Vocational and Technical Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joel H. Magisos, Associate Director
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

FUNDING PERIOD: March 1, 1977 - February 28, 1978

OBJECTIVES

The purpose of the project is to achieve effective use of research reports, program descriptions, and instructional materials by educational researchers, developers, practitioners, and others who work to improve and extend vocational and technical education. The project's objectives are to prepare information about completed and ongoing research and curriculum development for *Resources in Vocational Education*, a nationally distributed abstract publication; conduct searches and prepare interpretative papers for the sponsor; and link to other elements of the national information network. In addition, the project is to develop a report of projects funded by the Division of Research and Demonstration (USOE/BOAE).

PROCEDURES

The project will link to the information network for vocational education; prepare materials and computer input to *Resources in Vocational Education*; prepare, reproduce, and distribute *Resources in Vocational Education*; conduct searches for USOE/BOAE; prepare interpretative papers and bibliographies; input material to the Smithsonian Science Information Exchange and the Educational Resources Information Center (ERIC); analyze, synthesize, and disseminate information on the state administration of vocational education. Proposals and supplemental information about funded projects will be abstracted for inclusion in the special report on funded projects.

EXPECTED CONTRIBUTION TO EDUCATION

Researchers and curriculum developers will be enabled to keep abreast of complete and ongoing work. Education policy and decisionmakers will be enabled to find research-based solutions to critical problems. Educational practitioners will be enabled access to available instructional materials. An available record of funded projects will exist.

CONTRACT NUMBER: 300770269

PROJECT TITLE: Study to Determine Anticipated Areas of Vocational Education Teacher Shortage FY 1978

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Daniel E. Koble, Jr.
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

FUNDING PERIOD: June 16, 1977 - August 31, 1977

OBJECTIVES

To enable USOE to publish a list of teacher shortages in vocational education as required by P.L. 94-482, Section 172.

PROCEDURES

To survey 50 State boards for vocational education and identify teacher shortages by instructional areas requiring certification.

EXPECTED CONTRIBUTION TO EDUCATION

Individual applicants to Vocational Education Teacher Certification Fellowship Program (CFDA 13.503) will be able to select instructional area for training to become certified and be somewhat assured that there are teaching positions available. The project will also enable States to determine where preservice emphasis needs to be given, and should be of assistance to departments of education in institutions of higher education to counsel education majors more effectively and to plan preservice programs adequate to meet the need for teachers.

PART D: DEMONSTRATION

Priority: Experience-Based Career Education

APPLICATION NUMBER: 502AH60066 GRANT NUMBER: G047603000

PROJECT TITLE: Implementation of Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jim Nash, Superintendent
Conecuh County Board of Education
Department of Career Education
P.O. Box 150
Evergreen, Alabama 36401 (205) 578-1752

FUNDING PERIOD: September 28, 1976 - September 27, 1979

OBJECTIVES

The project objectives are to enable students to integrate career decision-making skills, basic skills, life skills, and job-related skills in such a way that they can make a vocational decision that will lead directly to college, vocational-technical school, or job entry.

PROCEDURES

Developed around the Northwest Regional Educational Laboratory model, the Experience-Based Career Education (EBCE) program will be student centered. Diagnostic data will be gathered to develop a student profile. From this a learning plan is negotiated between the student and staff based on a continuous process of assessment, prescription, evaluation, and integration. The curriculum involves integration of instruction in basic skills (math, social studies, communication, and science), life skills (e.g., personal, social and citizenship development), and career development (through career exploration experiences in the community). A mobile classroom will serve as a learning center at each of four high schools, headquarters for participating students from that school. The Appalachia Educational Laboratory will conduct a third-party evaluation of the project.

EXPECTED CONTRIBUTION TO EDUCATION

1. Issuance of a high school diploma that is backed by experience that lends credibility to the diploma.
2. Dissemination of program procedures and results to interested agencies or groups.
3. Reduction in the youth unemployment rate in the area.

APPLICATION NUMBER: 502AH60012 **GRANT NUMBER:** G310760051

PROJECT TITLE: Demonstration of NIE's Experience-Based Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

David Dole, Project Director
Portland Board of Education
P.O. Box 231
Portland, Connecticut 06480 (203) 342-1640

FUNDING PERIOD: September 17, 1976 - September 16, 1979

OBJECTIVES

Specific objectives are to:

1. Provide a bridge between career-oriented and academics-oriented educational activities.
2. Provide students with the personal attitudes and skills required to make effective career decisions.
3. Expand and focus student career aspirations.
4. Increase student motivation to learn and achieve.
5. Increase cooperation between the educational and manpower institutions.
6. Broaden occupational opportunities for youth.
7. Provide expanded learning opportunities to students who are academically, socioeconomically, and otherwise handicapped.

PROCEDURES

Major procedures are those provided by the Appalachia Educational Laboratory Experience-Based Career Education (AEL/EBCE) model, which includes a process for organizing and defining the community for learning purposes; a process for developing, maintaining, evaluating, and updating students' programs on an individualized basis; and a process for managing the total EBCE program for accountability. About 50 students will experience documented career and academic experiential learning in the community. Community advice and support will be established through an advisory committee representative of community groups.

EXPECTED CONTRIBUTION TO EDUCATION

The Portland School District will seek to institutionalize the EBCE program as an educational alternative for students in Connecticut through eventual creation of a network of EBCE sites and committed institutions across the State.

APPLICATION NUMBER: 502AH60038 GRANT NUMBER: J037600229

PROJECT TITLE: Experience-Based Career Education (EBCE)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Primo Toccafondi
Newark School District Board of Education
P.O. Box 360
Newark, Delaware 19711 (302) 731-2200

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

The purpose of the project is to provide an alternative program for high school students which will result in a higher level of knowledge and understanding of the relationship between their academic, career, and interpersonal skills and their ultimate success in careers than that of young people in a traditional education program.

PROCEDURES

The Newark School District will adapt and demonstrate the Experience-Based Career Education (EBCE) model, "Community Experience for Career Education," developed by the Northwest Regional Educational Laboratory. The District will establish, maintain, and utilize a network of employer and community sites for student learning activities, with each participating student adapting an instructional program which correlates learning activities in the community with program-defined life skills, basic skills, and career development. A student's activities for each year include 10 projects in specific skill areas and 5 career explorations which demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructors. Approximately 60 students will be involved in the first year (20 in each of three high schools), 120 in the second year, and 180 in the third.

EXPECTED CONTRIBUTION TO EDUCATION

Alternative strategies will be developed for demonstration and dissemination of EBCE to educational personnel throughout the State of Delaware.

APPLICATION NUMBER:	502AH60087	GRANT NUMBER:	J037600226

PROJECT TITLE: An Experience-Based Career Education Program for Students in the Comprehensive High Schools

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ellen F. Datcher
District of Columbia Public Schools
415 12th Street, NW
Washington, D.C. 20004 (202) 724-4173

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

The goal of the program is to implement a comprehensive, individualized alternate plan of full-time learning for high school students which relies upon active participation of the community to provide direct, nonpaying learning experiences in real-life settings as preparation for future careers.

PROCEDURES

The Experience-Based Career Education (EBCE) model developed and tested by the Far West Regional Laboratory will be adapted to meet the needs of District of Columbia students. Key features include: (1) enlistment of competent adults from all sectors of the community as partners in the educational process; (2) redefinition of the role of school staff and students in planning and carrying out individualized learning plans geared to academic, interpersonal, career, and basic skills development; and (3) provision of learning activities primarily at resource sites in the community supported and supplemented by staff and materials at an EBCE learning center close to the two participating high schools. Students will be recruited from the 10th and 11th grades on a voluntary basis. The program will serve 100 students in the first year, 200 in the second, and 400 in the third. First-year activities will include recruitment and training of the staff (including program director, resource analyst, and learning coordinator), selection of a community advisory committee, development of the implementation design and program, and securing of a third-party evaluator.

EXPECTED CONTRIBUTION TO EDUCATION

A plan will be provided for the assimilation of the EBCE model into the ongoing program of the District of Columbia Public Schools.

APPLICATION NUMBER: 502AH70024 GRANT NUMBER: G047703001

PROJECT TITLE: Demonstration of a Secondary and Post-Secondary Experience-Based Career Education Program in Florida

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joe D. Mills, Director
Division of Vocational Education
Department of Education
Knott Building
Tallahassee, Florida 32304

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

The purpose of the project is to further develop, expand, diffuse, demonstrate, and evaluate an educational program which provides an experience-based career education (EBCE) component at the secondary level in three Florida school districts and one postsecondary site. These four components will be extensions to currently operating exemplary career education models.

PROCEDURES

The project will be conducted through a consortium composed of Broward, Pinellas, and Orange school districts, and Manatee Junior College. A steering committee and task force will share experiences related to the development, implementation, and coordination of the respective Experience Based Career Education programs. An orientation to EBCE will be held for participants' parents and techniques developed for assessing student achievement. A system for developing a continuously expanding catalog of objectives, activities, and resources will be developed.

EXPECTED CONTRIBUTION TO EDUCATION

Dissemination activities will be conducted so that the four models may be adapted at secondary and postsecondary levels throughout the State.

APPLICATION NUMBER: 502AH60016 GRANT NUMBER: G047603001

PROJECT TITLE: Demonstration of the National Institute of Education's Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ronald L. Fritchley
Coordinator, Career and Vocational Education
Pioneer Cooperative Educational Service Agency
P.O. Box 548
Cleveland, Georgia 30528 (404) 865-2141

FUNDING PERIOD: September 9, 1976 - September 8, 1979

OBJECTIVES

The purpose of the project is to implement and demonstrate the Far West Laboratory (FWL) Experience-Based Career Education (EBCE) model in such a way that students will show growth in the areas of basic skills, self-development, career awareness, decisionmaking, interpersonal skills, and problem solving.

PROCEDURES

Pioneer Cooperative Education Service Agency will serve as fiscal agent and program manager to implement the program in the three Hall County high schools during the first year. Gainesville City and Union County high schools will be added the second year, and all high schools will be operating the third year. Project staff will be trained by FWL in resource development and student project planning. Operation of the model is based on communication, cooperation, and balance between the EBCE school site and resource sites in the community where students observe and participate in career exploration observation and work experiences. In individual and group sessions at the school site students and learning coordinators plan, discuss, and evaluate learning activities that utilize community resource people, organizations, and other resources. Students will receive credit toward satisfying requirements for a high school diploma for participation in the program. The Northwest Regional Educational Laboratory will conduct a third-party evaluation covering processes, products, and student outcomes in basic skills, career development, and integration of the two.

EXPECTED CONTRIBUTION TO EDUCATION

The Georgia Facilitator and National Diffusion Networks will be utilized to disseminate curriculum and staff development materials and processes and other products and results so that EBCE programs may be adapted at other sites.

APPLICATION NUMBER: 502AH60019 GRANT NUMBER: G097600182

PROJECT TITLE: Holomua Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Kiyoto Mizuba
Hawaii State Department of Education
Hawaii Administrative District
P.O. Box 2360
Honolulu, Hawaii 96804

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The purpose of this project is to implement and demonstrate an alternative educational program for 165 high school students in which they will have the opportunity to better prepare and develop post-high school career plans through direct contacts with adults in real work situations located throughout the community of Hilo.

PROCEDURES

The Experience-Based Career Education (EBCE) project will involve the participation of various elements of the community through a community advisory board, which will provide advice and assistance to the Hawaii State Department of Education District Office, which will administer the project. Career stations within the community, provided by cooperating employers from the public and private sectors, will enable participating students to explore and experience various occupations. In addition to career exploration experiences, the program will emphasize individually prescribed instruction and basic academic skills relevant to specified career plans. Instruction in life survival skills (e.g., personal care and health, budgeting and finance, citizenship) will also be included. Research activities will be organized and conducted by a third-party evaluator.

EXPECTED CONTRIBUTION TO EDUCATION

Dissemination activities will be conducted so that other education personnel throughout the State may replicate and expand successful program features.

APPLICATION NUMBER: 502AH60060 **GRANT NUMBER:** G107600076

PROJECT TITLE: Experience-Based Career Education Implementation and Demonstration Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Paul Matthews
Pocatello School District No. 25
P.O. Box 1766
Pocatello, Idaho 83201

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

This project is designed to provide young people in the District's schools with a full-time alternative educational program in which student participants will be awarded credit toward high school graduation requirements. Specific objectives are to:

1. Increase student abilities in basic skill areas.
2. Increase knowledge of the world of work and of career development processes and practices.
3. Increase life skills essential for transition into adulthood.
4. Develop in young people, parents, community resource people, and employees of participating students a positive attitude toward the program.

PROCEDURES

The Experience-Based Career Education (EBCE) model developed in Tigard, Oregon under the sponsorship and technical assistance of the Northwest Educational Laboratory will be adapted to the needs of the school district and community of Pocatello. Components include use of: (1) the Learning Plan Cycle to develop individual learning plans through a continuous process of assessment, prescription, evaluation, and integration; and (2) learning strategies such as career explorations, competency certification, and employer seminars to help students combine experience in life skills, basic skills, and career development.

EXPECTED CONTRIBUTION TO EDUCATION

The program may become a model for all school districts and communities in the State of Idaho by (1) contributing to reduced youth unemployment, (2) creating bridges between school and earning a living, and (3) serving youths who have academic, socioeconomic, or other handicaps.

APPLICATION NUMBER: 502AH60022 GRANT NUMBER: G057600215

PROJECT TITLE: Illinois Experience-Based Career Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ronald D. McCage
Illinois State Board of Education
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

FUNDING PERIOD: September 15, 1976 - September 30, 1979

OBJECTIVES

1. Better coordinate the efforts of classroom, laboratory, and work experience education, both academic and vocational, to enable students to develop and carry out individualized learning projects in which they apply academic knowledge and skills to solve actual problems in community settings.
2. Allow students to utilize community resources for in-depth exposure to a broader spectrum of careers and to develop skills necessary for sound career choices.

PROCEDURES

The Illinois Office of Education (IOE) will implement, evaluate and diffuse a comprehensive Experience-Based Career Education (EBCE) program in three school districts. Staff in Sycamore C. U. School District 427 will be implementing EBCE materials developed by the Far West Educational Laboratory (FWEL) in one high school in a rural setting. Joliet Township High School District 204 will implement the FWEL materials in an urban community in three city high schools and two alternate schools under separate administrative heads. Decatur School District 61, a unit school district within an urban community, will use the Northwest Regional Educational Laboratory model in four high schools and two parochial schools through an Area Vocational Center. Thus, three distinct delivery systems will be used to provide individualized career exploration experiences for high school students in their respective communities. Educational Management Services, Inc., will evaluate the total project.

EXPECTED CONTRIBUTION TO EDUCATION

After two consecutive years of implementation, evaluation, and internal dissemination within the three districts, technical assistance teams comprised of representatives from each of the three agencies and spearheaded by the IOE will conduct regional awareness conferences/workshops for diffusing EBCE information.

APPLICATION NUMBER: 502AH60021 **GRANT NUMBER:** G077600090

PROJECT TITLE: An Experience-Based Career Education Project for a League of Secondary Schools in Merged Area V, State of Iowa

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Carl Larson
Career Education Division
Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Demonstrate and evaluate the Experience-Based Career Education model developed by the Appalachia Educational Laboratory (EBCE-AEL).
2. Increase interaction between the school and the community in the education of their youth.
3. Provide for volunteer students, through experiential learning opportunities, an awareness of career opportunities other than that preferred by Iowa's traditional exploratory programs.
4. Demonstrate the EBCE-AEL model in a rural setting.
5. Help students achieve a series of specific career development goals.

PROCEDURES

Iowa Central Community College will act as the facilitator and provide the necessary staff and facilities for 33 local high schools to implement the EBCE-AEL model. Activities include: (1) establishment of a steering committee of school administrators and business and industry leaders; (2) hiring and training of learning coordinators to facilitate activities of students; (3) orientation of and coordination with school administrative and guidance staffs, students, parents, and business and industry management personnel; and (4) conduct of the program in the College learning centers and at the local town experience sites.

EXPECTED CONTRIBUTION TO EDUCATION

1. Demonstration that the EBCE-AEL model can be adapted to serve the needs of students in the rural areas of Iowa.
2. Demonstration that this alternative education program through experiential learning activities will provide experiences for high school students which will help them make wise career choices.
3. Achievement of greater interaction between schools and communities in the education of youth.
4. Demonstration that this program is cost effective and organizationally compatible with existing school curriculum.

APPLICATION NUMBER: 502AH60070 **GRANT NUMBER:** G077600091

PROJECT TITLE: Wichita Experience-Based Career Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Kenneth G. Best, Coordinator of Career Education
Wichita Public Schools USD #259
428 South Broadway
Wichita, Kansas 67202

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Adopt the Appalachia Educational Laboratory's model of Experience-Based Career Education (EBCE) as a comprehensive alternative to high school by providing students with access to adults and adult environments throughout the community.
2. Provide for students, in addition to the basic academic skills, the development and refinement of career decisionmaking skills, job-related skills, and other life-role skills including those related to the family, community, and politics.

PROCEDURES

The first semester will be utilized in learning coordinator training, recruiting sites, site analysis, developing cross reference catalogs for each discipline, writing learning site experience guides, implementing the formative and summative evaluation plan, and other prerequisites to student participation. Each student will select or be assigned to a learning coordinator who will be responsible for the development of the individualized learning plans of approximately 25 students. Additionally, each learning coordinator will be a member of an interdisciplinary Learner, Instruction-Facilitator Team (LIFT) of approximately 300 students and 12 coordinators. The entire high school will then be comprised of six LIFTs with the potential for EBCE opportunities available to all 1800 students by the end of the third year.

EXPECTED CONTRIBUTION TO EDUCATION

Wichita High School East can serve as a demonstration site with the capability of offering technical assistance to others in Kansas and the Midwest who wish to adopt EBCE.

APPLICATION NUMBER: 502AH60002 GRANT NUMBER: G047603002

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
E. B. Murphy
Fayette County Public School System
701 East Main Street
Lexington, Kentucky 40502

FUNDING PERIOD: September 28, 1976 - June 30, 1979

OBJECTIVES

The purpose of the project is to establish for high school juniors and seniors an alternative approach for completion of a substantial portion of the high school graduation requirements by earning required and elective course credits through community-based activities. Specific objectives are to: (1) reduce the level of youth unemployment; (2) create viable working relationships between public education and manpower agencies; (3) broaden occupational aspirations and the opportunities for young people; and (4) provide appropriate educational service for young people who have academic, socioeconomic, or other handicaps.

PROCEDURES

The Experience-Based Career Education (EBCE) model developed and field tested by the Northwest Regional Educational Laboratory will be replicated in the four high schools in the school system with 50 to 60 students in the first year, 100 to 130 in the second, and 140 to 160 in the third. A variety of community employers, agencies, and businesses will cooperate in assisting students with community educational experiences. Students, with teacher directions, will have carefully developed individualized learning plans as a basis for activities which integrate basic academic skills, life skills (such as decision-making processes), and career development (e.g., identifying career interests and job skills). Students will have the opportunity to try out several career fields before deciding on a course of action after high school.

EXPECTED CONTRIBUTION TO EDUCATION

An operational EBCE program will continue after Federal monies cease, and program implementation information will be disseminated.

APPLICATION NUMBER: 502AH60047 GRANT NUMBER: G617600969

PROJECT TITLE: A Proposal to Implement an EBCE Model

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Houston C. Jenks, Supervisor of Special Funds
St. Charles Parish School Board
P.O. Box 46
Luling, Louisiana 70070

FUNDING PERIOD: September 27, 1976 - September 26, 1979

OBJECTIVES

In response to the need for effective transition from education to work, the project objectives are to:

1. Provide a cognitive and affective information base for students including life role and job-related skills.
2. Develop decisionmaking skills of students.
3. Increase academic proficiency in English and mathematics.

PROCEDURES

The Experience-Based Career Education model developed by Research for Better Schools, Inc. will be used to provide a program with three components:

1. Career Development provides experiential learning activities at community sites, allowing access to adults in the work environment. It includes exploration of job clusters and specialization in specific areas.
2. Career Guidance uses group counseling to impart decisionmaking skills. Procedures for self-assessment, organizing information, and values clarification are presented.
3. The Academic Resource Center offers individualized instruction in English and mathematics emphasizing student self-direction.

In the first year the program will be offered in one high school for 40 students. A second high school will be added the second year, increasing enrollment to 140 students. Capacity will increase to 240 in the third year.

EXPECTED CONTRIBUTION TO EDUCATION

An alternative to the vocational education experiences presently available to students.

APPLICATION NUMBER: 502AH60100 **GRANT NUMBER:** G310760050

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Roy Bagley, Career Education Director
Maine School Administrative District No. 51
Main Street
Cumberland Center, Maine 04021

FUNDING PERIOD: September 17, 1976 - September 16, 1979

OBJECTIVES

1. Implement an Experience-Based Career Education (EBCE) model in Cumberland Center that will serve as an alternative to the standard high school program.
2. Demonstrate EBCE and provide technical assistance to potential adopters of EBCE, especially in Region I.

PROCEDURES

The Appalachia Educational Laboratory (AEL) will train staff members in the EBCE model developed at AEL. Each will be trained as a site analyst, prepared to develop community resources into learning sites for student career exploration activities, and as a learning coordinator, prepared to assist students in the development of individualized learning plans that integrate basic skills development with the career development components of the curriculum. Initially two staff members will be involved in resource site development and promotion of community, school and student awareness of the EBCE program. Two others will work on revising, adapting, and developing the curriculum to meet Greely High School guidelines and the EBCE model. In the first year 25 Greely High School students will be involved with learning coordinators and community resource people in implementation of the individualized learning process. The number of participating students will increase to 50 in each semester of the second year and to 70 in each semester of the third. Dissemination activities will include 2-week summer workshops for Region I schools. A third-party evaluation will be conducted by New Educational Directions.

EXPECTED CONTRIBUTION TO EDUCATION

Over the next three years staff will be trained so that five other EBCE sites will be established in Region I. Supportive data on the effectiveness of EBCE as an alternative to high school education will be disseminated to state career and vocational education personnel as well as to interested national offices.

APPLICATION NUMBER: 502AH60039 GRANT NUMBER: J037600231

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
H. Eugene Hall
Director of Career Education Demonstration Project
Regional Education Service Agency
110 Washington Street
Cumberland, Maryland 21502 (301) 724-6190

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

An alternative high school program will be offered to achieve these goals:

1. Provide a bridge between career-oriented and academics-oriented educational activities.
2. Provide students with personal attitudes and skills required to make effective career decisions.
3. Expand and focus student career aspirations and increase the employability and employment of each student.
4. Increase student motivation to learn and achieve.
5. Increase cooperation between educational and manpower institutions.
6. Broaden occupational opportunities for youth.
7. Provide expanded learning opportunities to students academically, socioeconomically, or otherwise handicapped.

PROCEDURES

The Agency will implement the Appalachia Educational Laboratory (AEL) Experience-Based Career Education (EBCE) model for students from two public and one parochial high school in Cumberland. Activities will take place at a former school used as a learning center and at various community experiential sites in the tri-state region. Learning coordinators and experience site analysts will be trained by processes developed by AEL to aide students in the development of individualized learning programs. These will include documented career exploration and academic experiences at various community sites for 2 to 13 weeks at each placement. Students will spend one day a week at the learning center in individual conferences with the learning coordinator. The West Virginia University Office of Education Research and Field Services will conduct a third-party evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

The project will serve as a demonstration site for extending the EBCE model to all schools in Allegany and Garrett Counties including possible adaptation of the concept among the three community colleges, the State college, and the University.

APPLICATION NUMBER: 502AH60004 GRANT NUMBER: G057700001

PROJECT TITLE: Experience-Based Career Education Program (EBCE) Project OMEGA

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
William L. Murphy, Director
Career/Vocational Education
Curriculum Division
Wayne-Westland Community Schools
3712 Williams Street
Wayne, Michigan 48184

FUNDING PERIOD: January 29, 1977 - January 28, 1980

OBJECTIVES

The purpose of the project is (1) to help EBCE students learn about careers, life, other people, and themselves through working with adults and (2) to gain competence in the skills adults need to function effectively in a technological society. Specific objectives are to (1) reduce youth unemployment; (2) bridge the gap between school and work; (3) broaden the occupational aspirations and opportunities education curriculum; (4) cap the career infusion model; (5) blend the program with Exploration Project efforts; and (6) provide other alternatives for students.

PROCEDURES

The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory (NWREL) will be used with a cross section of the student population at John Glenn High School, Wayne Memorial High School, and the alternate Wayne Evening Youth Program. The stratified random sampling technique will be used. The student cross section will include the (1) economically disadvantaged, (2) gifted and talented, (3) underachiever, (4) overachiever, (5) all ability levels, (6) females and males, and (7) junior and seniors. All students will have reached at least junior high status before being considered for admission. Students will have access to materials, equipment, and supplies at a learning center at Wayne Memorial High School Annex. Four training seminars will be conducted each year to meet needs of community persons cooperating in the program. Four seminars during the second and the third years will take on different dimensions as different needs will be identified. A followup of graduates will be used.

EXPECTED CONTRIBUTION TO EDUCATION

Materials and techniques developed during the program will be made available to interested persons. Interaction of the program with the community will foster a more positive relationship between the schools and industry. The program will help bridge the education/career gap and provide a viable alternative to students who are not benefiting from existing programs.

APPLICATION NUMBER: 502AH60030 GRANT NUMBER: G057600214

PROJECT TITLE: Computerized Exploration of Community Experiences for Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
John Carter, Supervisor of Occupational Education
Waterford School District
6020 Pontiac Lake Road
Waterford, Michigan 48095

FUNDING PERIOD: September 15, 1976 - September 14, 1979

OBJECTIVES

1. Provide a systematic and comprehensive program which integrates effective academic growth, career development, and personal/social maturation in such a way that students gain both personal satisfaction and preparation for success in adult roles.
2. Involve teachers in developing and implementing a program which meets the identified needs of the students.
3. Gain community cooperation in preparing students for their adult roles as satisfied and successful community members.

PROCEDURES

The Northwest Regional Educational Laboratory's model for Experience-Based Career Education (EBCE) will be adapted and installed in the Waterford School District. Basic curriculum components include: (1) a program of individual student assessment; (2) use of assessment results in negotiation of individual learning plans by students and project staff; (3) short (3- to 5-day) and long (3- to 13-week) career explorations at community sites in which students encounter people, job tasks, tools, and resources related to occupations of interests; (4) special projects, also at community sites, designed to integrate academic and career education; (5) occupational information seminars of students and employers; and (6) weekly guidance group activities. Specific process models will be implemented for teacher involvement, community relations, project evaluation (by a third party), and dissemination.

EXPECTED CONTRIBUTION TO EDUCATION

The project will be transported to other Waterford High Schools so that the EBCE program will be an option for all students in the district. It will also serve as a model for agencies at the State or National level to modify or replicate.

APPLICATION NUMBER: 502AH70022 GRANT NUMBER: G057700197

PROJECT TITLE: Demonstration of National Institute of Education Experience-Based Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Lewis Finch
Anoka-Hennepin Independent School District Number 11
Box 191
Anoka, Minnesota 55303

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

The purpose of the project is to see that Experience Based Career Education (EBCE) students do as well as or better than two control groups relative to the following broad areas: (1) job skills, (2) career selection, (3) maturation skills, and (4) attitude awareness.

PROCEDURES

Procedures will include (1) interviewing, hiring, and training project staff; (2) identifying and evaluating experience sites; (3) preparing site learning guides; (4) developing local guide books; (5) training experienced site personnel; (6) recruiting students; (7) orienting and placing students at sites; (8) preparing reports; (9) preparing internal evaluation; and (10) requesting funding for 1978-79. The program will be housed in the area learning center in the Sandburg Building in Anoka.

EXPECTED CONTRIBUTION TO EDUCATION

Dissemination will be accomplished through published materials and invitations for on-site inspections.

APPLICATION NUMBER: 502AH60005 GRANT NUMBER: G077600092

PROJECT TITLE: Parkway Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
James M. Garrison, Director of Special Services
Parkway School District
455 North Woods Mill Road
Chesterfield, Missouri 63017

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Create bridges between school and earning a living, broadening occupational aspirations and opportunities for youth.
2. Promote cooperation between public education and manpower agencies.
3. Reduce youth unemployment through placement of graduates in an entry-level occupation or a postsecondary training program.

PROCEDURES

The Experience-Based Career Education (EBCE) model developed by the Northwest Regional Educational Laboratory will be implemented in the Parkway School District. The 300 participating students from the eight high schools involved (four public and four nonpublic) will receive diploma credit in academic subjects for completion of career exploration projects in the community. Individual content requirements will be negotiated with each student to organize activities at the work sites around the broad curriculum components of academic, career, and interpersonal skills. A central learning center will serve as home base for the learning experiences of all students. Community-school advisory and steering committees will operate the program under the direction of a program coordinator. Evaluative Research, Inc. will conduct a third-party evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

The major product will be a manual describing the methods used to implement the EBCE model in a midwestern suburban school district. A statewide dissemination system will be developed through the Missouri State Department of Education.

APPLICATION NUMBER: 502AH60118 **GRANT NUMBER:** G077600093

PROJECT TITLE: Experience-Based Career Education (EBCE)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Carl Spencer
City of Lincoln School District
P.O. Box 82889
Lincoln, Nebraska 68501

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

The project goal is to adapt the Research for Better Schools model to the Experience-Based Career Education (EBCE) program for each high school and install the adaptations over a period of three years. The EBCE model is a comprehensive, individualized, alternative plan of learning which makes maximum use of resources in the community to provide direct experiences for development of career exploration, academic skills, and skills generally required for successful living.

PROCEDURES

The Lincoln EBCE plan has three elements: (1) guidance activities for all 10th grade students involving self-understanding, goal setting, and career education plans; (2) an alternative class schedule of 8-10 hours a week of career exploration experience at community sites, individualized instruction in basic academic areas, regular classes part of the day, and a continuing guidance program to integrate experiences; and (3) specialization experiences for those who want in-depth exploration of a specific career area. Major project activities include designing guidance, exploration, and specialization programs; locating community resources for exploration and specialization experiences; developing resource centers in each school; and providing leadership on district and local levels so that projects can operate with 150-200 students in each school year.

EXPECTED CONTRIBUTION TO EDUCATION

A program conceived of and operated as an integral part of total instructional services of each high school--a program unique to that school but consistent with the established set of characteristics of the EBCE model.

APPLICATION NUMBER: 502AH60040 GRANT NUMBER: G097600179

PROJECT TITLE: Rural/Secondary/Post-Secondary EBCE Demonstration

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
J. Clark Davis, Executive Vice-President
Western Nevada Community College
2201 West Nye Lane
Carson City, Nevada 89701

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

1. Provide students an opportunity to learn the process of career decision-making by direct experience in the local community.
2. Give them opportunity to study their academics in the context of experience sites (a community business where students learn with assistance from one or more employees).
3. Help them become more responsible and mature and able to begin developing a conscious and consistent set of values.

PROCEDURES

Implementation of the EBCE program will be based on the model developed by the Northwest Regional Educational Laboratory. Western Nevada Community College (WNCC) will administer the program in cooperation with three rural Nevada county school districts. The three high schools will make facilities available for project students which will be staffed by personnel from the College's comprehensive learning centers in each county. Project directors will: (1) maintain liaison with the school districts, with the Northwest Regional Educational Laboratory for orientation, training, and technical assistance, and with an advisory committee on community needs; (2) select and supervise project staff in program development and administration; (3) coordinate program contacts with employers, parents and participating school districts, and governmental agencies; and (4) assist in selection of students and coordination of their activities.

EXPECTED CONTRIBUTION TO EDUCATION

Provision of an alternative to the traditional program for obtaining an accredited high school diploma.

APPLICATION NUMBER: 502AH60090 GRANT NUMBER: G617600965

PROJECT TITLE: Project EXCEL (Experience-Based Career Education Learning Program)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Edward Fernandez, Director, Secondary Curriculum
Las Cruces School District No. 2
301 West Amador
Las Cruces, New Mexico 88001

FUNDING PERIOD: September 9, 1976 - August 31, 1979

OBJECTIVES

The purpose of this project is to link the instructional program to the knowledge needed for success on the job by combining a basic academic program (social studies, language, math, and science) with exploratory opportunities in the world of work.

PROCEDURES

Working with a wide spectrum of students from differing academic abilities and socioeconomic groups who have lost interest in traditional school programs, the project staff will divide its time between assisting students to meet high school requirements for graduation and helping them gain knowledge in the world of work through varied exploratory experience in different occupations in the private and public sector and within the school system. The project population will be drawn from the 11th and 12th grades of two Las Cruces high schools. Students will be referred by their counselors or principals and will be allowed to participate in the program with parental consent. Thirty students will be enrolled the first year, 60 the second, and 75 the third.

EXPECTED CONTRIBUTION TO EDUCATION

1. Reduction in the level of youth unemployment.
2. Creation of a bridge between school and earning a living.
3. Promotion of cooperation between public education and manpower agencies.
4. Broadening of the occupational aspirations and opportunities of youth.

APPLICATION NUMBER: 502AH70019 GRANT NUMBER: G047703002

PROJECT TITLE: Project CLETE: Career Learning and Education Through Experience

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Edwin L. West, Jr., Superintendent
High Point Public Schools
P.O. Box 789
High Point, North Carolina 27261

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

The purpose of the project is to demonstrate an exemplary alternative, traditional vocational education model to present an effective new way to create a bridge between formal school and the world of work for students unable or unwilling to adjust through traditional educational approaches.

PROCEDURES

The High Point Public School System will replicate and demonstrate the Experience Based Career Education (EBCE) model developed by Research for Better Schools. Instructional activities will be planned for each student within one or two contexts of career development, career exploration, or career specialization. Career awareness and a general understanding of work settings and the economic system will be the foci of exploration courses to be held at community resource sites. Instruction and facilities for exploration and specialization will be provided by community participants with assistance from the school staff. Group guidance sessions will be held and an academic resource center will provide individualized instruction to students.

EXPECTED CONTRIBUTION TO EDUCATION

The project is designed to broaden the occupational aspirations and opportunities for all students. It will focus attention on the elimination of sex-role stereotyping and the reduction of the high level of youth unemployment.

APPLICATION NUMBER: 502AH60013 GRANT NUMBER: G057600216

PROJECT TITLE: Six Demonstration Programs for Career Exploration Through EBCE

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jack D. Ford, Assistant Director
Career Development Service
Ohio State Department of Education
Division of Vocational Education
65 South Front Street
Columbus, Ohio 43215

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

To provide the additional assistance needed in the "Career Education Continuum in Ohio" at Grades 9-10 for career exploration to receive full implementation, the Experience-Based Career Education (EBCE) program will assist to:

1. Identify and recruit community resources.
2. Organize information about community resources and schedule exploration experiences.
3. Train community resource site staff.
4. Provide the teaching staff an organized plan and instructional experiences for individual students.
5. Provide the counseling staff with a career clarification program and materials for helping students with job analysis and exploration selection.

PROCEDURES

Six Ohio local school districts (Akron, Dayton, Minford, Kirtland, Boardman, and Lorain) will implement the EBCE program developed by Research for Better Schools in Philadelphia. Each district will adapt the model to its present needs in relationship to the state program. Common elements of all programs, which will be monitored and evaluated by staff at the Ohio State Department of Education, include: (1) exploration at community resource sites; (2) specialization opportunity; (3) site-analysis techniques; and (4) inservice training of community participants. The six participating districts will involve a total of 7,900 students in career exploration activities.

EXPECTED CONTRIBUTION TO EDUCATION

Outstanding practices resulting from the project will be shared with the 26 other local education agencies to assist in providing inservice and local planning for future implementation and expansion of career education in Ohio.

APPLICATION NUMBER: 502AH60076 GRANT NUMBER: G107600077

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Walter A. Commons
Jackson County Intermediate Education District
101 North Grape Street
Medford, Oregon 97501

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The project will be a comprehensive alternative to the regular high school program for 11th and 12th graders, offering credits which fulfill all requirements for graduation. In comparison to students in the regular program, students in the project are expected to:

1. Achieve a higher level of knowledge and understanding of relationships between their academic, career, and interpersonal skills and their ultimate success in careers.
2. Develop in basic academic skills areas.
3. Have a significantly lower dropout rate.
4. Develop a more positive self-concept and view learning more positively.

PROCEDURES

Jackson County Intermediate Education District will replicate the Experience-Based Career Education program in Tigard, Oregon. The program will serve all eight secondary schools in Jackson County (150 of the 736 11th and 12th graders during the 3-year period) using a facility located in a downtown shopping center office building. Special individual learning programs will be designed, developing and utilizing vocational training sites within the business community and public sector, so that experiential learning will occur through interaction of students and adults in a normal working environment. A third-party evaluation will focus on cost benefits and student academic and vocational progress.

EXPECTED CONTRIBUTION TO EDUCATION

1. Anticipated end products are a model learning center, non-sex stereotyped methods and materials, learning sites, community support for education, and evaluation information.
2. The long range expected result is an increase in the level of youth employment and broadening of occupational aspirations through broader exposure to career options.

APPLICATION NUMBER: 502AH60025 **GRANT NUMBER:** J037600225

PROJECT TITLE: Experience-Based Career Education in Harrisburg

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Gerald Steger, Associate Director
Secondary Education
Harrisburg School District
P.O. Box 2645
1201 North 6th Street
Harrisburg, Pennsylvania 17105

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Reduce the continuing high level of youth unemployment.
2. Create a bridge between school and earning a living.
3. Broaden occupational aspirations and opportunities for young people, emphasizing services for the handicapped.
4. Foster more productive cooperation among the school district, the community at large, the business and industrial communities, and the Pennsylvania State Department of Education.

PROCEDURES

Based on the Experience-Based Career Education (EBCE) model designed and developed at the Appalachia Educational Laboratory, the District will provide high school juniors and seniors academic credit for successful completion of an alternative high school program that includes individualized career exploration experiences of 1 to 13 weeks each at three or more job sites in the community. Job site experience at one of four levels (observation, hands-on with no prerequisite skills, hands-on with prerequisites, and instruction) will be integrated with curriculum content of the academic subjects for developing career decisionmaking, academic, and job-related skills along with those needed for family, community, and political roles. After the first phase of planning, staff training, experience site analysis, and student recruitment, 40 students will be involved in the program at Harrisburg High School in the first year and 120 in the second year. Educational Research and Development Associates will be the third-party evaluator.

EXPECTED CONTRIBUTION TO EDUCATION

By the third year the program will be functioning as a demonstration site with the Pennsylvania State Department of Education performing most of the outreach and dissemination activities for creating a statewide network of 15 EBCE district programs by 1980.

APPLICATION NUMBER: 502AH60077 **GRANT NUMBER:** J037600230

PROJECT TITLE: Building Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Stanley B. Cohen
School District of Philadelphia
Division of Career Education
734 Schulykill Avenue
Philadelphia, Pennsylvania 19176 (215) 299-7823

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Make career education, as well as related academic and life skills, available to every secondary student.
2. Demonstrate the adaptability of three Experience-Based Career Education (EBCE) models (as developed by the Far West Regional Educational Laboratory, the Northwest Regional Educational Laboratory, and Research for Better Schools) to the needs of the students of the School District of Philadelphia.

PROCEDURES

Three demonstration programs will be developed from these models, a different program in each of three comprehensive, inner-city schools. At the outset, the program will involve 360 students (120 per school) with yearly increases projected both within and beyond the course of this project. Each laboratory will provide the staff development and supportive services necessary to implement the single program for which it is responsible. These include staff development, resource recruitment, instructional strategies and materials, and evaluation. A computerized management system will be utilized to coordinate the resources of the business and industrial community with individual student needs for career exploration. Each participating student will: (1) receive credit toward a standard high school diploma by successful completion of career education projects within the community; (2) be actively involved with adults within their normal working environments; and (3) proceed through an individualized learning plan based upon education requirements, individual aspirations, and career goals.

EXPECTED CONTRIBUTION TO EDUCATION

A central staff training capability will be created for the implementation of additional programs involving all 23 comprehensive high schools in Philadelphia over a 7-year period.

APPLICATION NUMBER: 502AH60050 **GRANT NUMBER:** G047603004

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Rudolph Gordon
School District of Greenville County
301 Chaperdown Way
Greenville, South Carolina 29611 (803) 242-6450

FUNDING PERIOD: September 20, 1976 - September 30, 1979

OBJECTIVES

1. Increase student achievement in basic skills and in knowledge of careers, and improve attitudes toward learning environments and toward self.
2. Develop lines of communication between Mann High School and business communities, agencies, and other community resources.
3. Develop career education curriculum for each of several clusters of occupations.

PROCEDURES

J. L. Mann High School will be the site for implementing the Research for Better Schools Experience-Based Career Education (EBCE) model, which has three components: career development, career guidance, and academic resource center (individualized instruction in English, economics, and mathematics). The first semester will be devoted to recruitment and analysis of community clusters; inservice training of teachers, counselors, and onsite supervisors; selection and scheduling of students (36 10th and 11th graders); and curriculum development for community sites and for the academic resource center. Students will spend two half days in exploratory experiences onsite and the remainder of those days in required or elected courses. On the other three days they will be in the EBCE resource classroom for two hours of individualized instruction in English, economics, and math. Each student will be assigned to a group guidance period twice a week and an individual counseling conference every four weeks. During the second year 72 students will participate in the program, 100 students during the third year.

EXPECTED CONTRIBUTION TO EDUCATION

Program results will be disseminated to other schools in Greenville County and to the South Carolina Department of Education.

APPLICATION NUMBER: 502AH60020 GRANT NUMBER: G617600967

PROJECT TITLE: San Antonio Experience-Based Career Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Bill R. Lafferty
Education Service Center, Region 20
1550 NE Loop 410
San Antonio, Texas 78209 (512) 828-3551

FUNDING PERIOD: September 15, 1976 - September 14, 1979

OBJECTIVES

1. Demonstration of an Experience-Based Career Education (EBCE) program in the bicultural Southwest.
2. Increased student development of basic academic skills, life skills, personal and functional competencies, and career development.
3. Development of closer educational ties between the community employer sites and the formal educational institutions of the community.

PROCEDURES

The Education Service Center will coordinate the efforts of two San Antonio school districts (Harlandale and South San Antonio), various community resources, the Northwest Regional Educational Laboratory (which developed the program model), and Research for Better Schools (which will conduct the third-party evaluation). Students will be selected from four participating high schools: 40 in the first year, 80 in the second, and 120 in the third. Working from an individualized learning plan developed with his learning manager, each student will earn diploma credits by: (1) completing 10 life skills learning projects and 5 career explorations (2 to 3 weeks each); (2) being certified in 12 functional competencies; (3) visiting 10 career awareness community sites (business, industry, government, military, professional, arts, services, etc.); and (4) demonstrating basic academic skills. Each district will maintain a learning center for student and staff headquarters but will share the same community resource sites and employer-instructors.

EXPECTED CONTRIBUTION TO EDUCATION

The Education Service Center will coordinate dissemination activities for extending the EBCE model to other school districts throughout the State of Texas.

APPLICATION NUMBER:	502AH60105	GRANT NUMBER:	G087600115

PROJECT TITLE: Experience-Based Career Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Thera Johnson, Career Education Specialist
Weber County School District
Vocational Education
1122 Washington Boulevard
Ogden, Utah 84404 (801) 394-8873

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The program goal is to provide for significant and continuing improvement in the career development and experiential learning opportunities of high school students in areas of career information, decisionmaking skills, and academic proficiency at a feasible cost to the public.

PROCEDURES

Research for Better Schools educational laboratory will be contracted to supply program planning assistance and materials and support services, including staff training workshops and technical assistance for evaluation and dissemination of the Experience-Based Career Education (EBCE) project. The program will center in two school districts and be implemented in four high schools with 60 students participating in the first year, 325 by the third and 475 by the fifth. In the Career Development Component, shared by the two districts, personnel and facilities outside the school will be utilized in the development and operation of programs which include: (1) a series of career exploration minicourses held at community resource sites, each organized around related career areas and including group and individual activities and (2) independent study projects for further exploration or skill development in a particular career area. Each high school will implement onsite the Academic Resource Center Component (involving individualized instruction in English and mathematics) and the Career Guidance Component, which provides for student career development through a program of group guidance instruction.

EXPECTED CONTRIBUTION TO EDUCATION

The program will be an exemplary EBCE project in the State of Utah, serving as a demonstration model which may be replicated in other geographic locations in the State.

APPLICATION NUMBER: 502AH60017 GRANT NUMBER: J037600227

PROJECT TITLE: Prince William County Experience-Based Career Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
James Haywood
Associate Superintendent for Instruction
Prince William County Schools
P.O. Box 389
Manassas, Virginia 22110

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

1. Adapt and implement Experience-Based Career Education (EBCE) Community Experiences for Career Education following closely the model in operation in Tigard, Oregon.
2. Develop in program students an increased sense of personal worth and self-confidence in integrating knowledge of a variety of careers with the acquisition of cognitive, interpersonal, and effective skills through participation in a series of planned school and community experiences with identified outcomes.

PROCEDURES

Students from two high schools will be involved at two learning resource sites in the County in an instructional program with three components: basic skills, life skills, and career explorations. Approximately 50 percent of the student's time will be spent using community resources for career explorations and certification in such competencies as using credit, balancing bank accounts, etc. Learning is implemented through student projects, exchange of a student journal with the instructor, individualized materials in basic skills, and observation and training at job sites. During the first semester, staff will be selected and trained and will organize instructional materials, develop the school learning center, recruit students, and develop employer sites and other community resources. An advisory council will be created to suggest and review procedures, and Research for Better Schools will conduct a third-party evaluation. A total of 120 students will be involved by the third year.

EXPECTEED CONTRIBUTION TO EDUCATION

The project will provide a distinctively new program that will substantially bridge the education/career gap and provide a viable alternative to students who are not benefiting from existing programs.

APPLICATION NUMBER: 502AH60119 **GRANT NUMBER:** J037600228

PROJECT TITLE: An Experience-Based Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
David Groves
Vocational, Technical and Adult Education
Cabell County Board of Education
620 20th Street
Huntington, West Virginia 25701 (304) 626-7871

FUNDING PERIOD: October 1, 1976 - September 30, 1979

OBJECTIVES

The primary purpose of the project is to demonstrate Experience-Based Career Education (EBCE) as an alternative school program for 10th grade students based on the model developed by the Appalachia Educational Laboratory (AEL). Objectives focus on experiential learning in the community, individualized instruction and learning, and integrated learning of academic, career, and life role skills to bridge the gap between school and work.

PROCEDURES

Employers, the community, and manpower agencies will have an integral part in planning and conducting the program. Operative and consultative assistance will be provided by a local advisory committee, AEL personnel, the West Virginia State Bureau of Vocational, Technical and Adult Education, and a third-party evaluator. Twenty participants and alternates will be selected from a list of potential students at four high schools in the County. Instead of attending the regular high school program they will: (1) survey job sites in the community; (2) choose the places and jobs of interest to them; and (3) spend a period of time working at many job sites of their career preference. By working with the student on an individual basis, specially trained teachers will turn job experiences into academic experiences, and these into earned high school credits. In the second and third years, 50 work experience sites, 20 students, and a learning coordinator will be added each year.

EXPECTED CONTRIBUTION TO EDUCATION

Results of the project will demonstrate to other school districts that the AEL version of EBCE is transportable and is a viable alternative educational program. Interaction of the program with the community will foster a more positive relationship between the schools and industry.

APPLICATION NUMBER: 502AH60042 GRANT NUMBER: G05760213

PROJECT TITLE: Demonstration of NIE's Experience-Based Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Fred A. Cruckson
Goodrich Senior High School
Fond du Lac School District
72 South Portland Street
Fond du Lac, Wisconsin 54935

FUNDING PERIOD: September 15, 1976 - September 14, 1979

OBJECTIVES

The purpose of the project is to demonstrate an exemplary program in vocational education based on the Appalachia Educational Laboratory (AEL) model for Experience-Based Career Education (EBCE), an alternative secondary school program combining academic learning with career preparation for high school juniors and seniors.

PROCEDURES

About 60 students will be involved in an individualized learning program involving first-hand experiences in places where people are employed to produce goods and services. Students will perform nonpaying work tasks as well as observe adults in their work environment. Activities in the work place, four days a week, will be organized jointly by the student and a learning coordinator during the fifth day to yield academic, career, interpersonal, and occupational skills. A variety of work styles will be selected to provide exploration experiences in many career fields. An organization structure composed of school and community representatives will render advisory assistance, and the staff will receive training at AEL and use materials and procedures included in the model to develop and implement the program. The Center for Vocational, Technical, and Adult Education at the University of Wisconsin will conduct a third-party evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

After the first year the Fond du Lac project staff will provide demonstration/training/technical assistance to high schools in the North Central States who plan to use the EBCE instructional delivery system.

APPLICATION NUMBER: 502AH60063 GRANT NUMBER: G087600116

PROJECT TITLE: Planning for Change Through Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Michael J. Elliott, Career Education Director
Wyoming State Department of Education
Division of Instructional Services
Hathaway Building
Cheyenne, Wyoming 82002

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The purpose of the project is to provide local education agencies (LEAs) with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption/adaption of the National Institute of Education's Experience-Based Career Education (EBCE) model.

PROCEDURES

The Wyoming State Department of Education will:

1. Provide assistance to four LEAs in the final preparation of individual management tasks for the first-year implementation plan.
2. Provide assistance to the four LEAs in the development of their own unique delivery systems (processes, techniques, materials) for implementing and sustaining EBCE.
3. Determine the appropriate EBCE incremental staff implementation needs of the four LEAs through a continuous process of staff individual needs assessment and monitoring.
4. Provide other agencies with information about dissemination services available from the State Department regarding EBCE demonstration sites in cooperation with the University of Wyoming and Project WINS (Wyoming Innovative Network Schools).
5. Utilize evaluation procedures that generate data necessary to provide corrective feedback to key components of the State assistance process.

EXPECTED CONTRIBUTION TO EDUCATION

Successful aspects of the EBCE project will be systematically disseminated and will be integrated into all existing state plans and state curricula areas.

APPLICATION NUMBER: 502AH70027 GRANT NUMBER: G027700031

PROJECT TITLE: Establishment of an Experience-Based Career Education Program in Puerto Rico

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Herman Sulsona
Secretary of Education
Commonwealth Department of Education
Hato Rey, Puerto Rico 00919

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

The purpose of the project is to implement a model of an experience-based career education (EBCE) program which will provide high school students with significant and continuing improvement in the career development and experiential learning opportunities, as well as to reduce the gap between school and community.

PROCEDURES

The program will have a 3-year duration and will be developed in three phases: installation, stabilization, and demonstration. The project will use three interrelated parts of the Research for Better Schools, Inc. (RBS) model: (1) career development; (2) career guidance; and (3) academic resource center. Project staff will develop resources and materials to initiate projects for students. An Experience-Based Career Education program will be implemented in the Ramon Power High School, located in a socially, economically, and educationally disadvantaged area of the San Juan metropolitan area. Technical assistance from RBS will be sought for model implementation.

EXPECTED CONTRIBUTION TO EDUCATION

Students will have acquired skills which will enable them to enter the world of work or to continue college or technical education. Cooperative involvement will increase awareness and understanding of EBCE by school and community participants and contribute to development of participant competencies to develop and operate the program.

PART D: DEMONSTRATION

Priority: Cluster Projects

APPLICATION NUMBER: 502AH60068 GRANT NUMBER: G1047702000

PROJECT TITLE: Planning Project for the Further Development and Demonstration of the Instructional Strategies, Methods, and Techniques of the National Institute of Education's Experience-Based Career Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Glenys Mason
Mobile County Public Schools
Division of Curriculum and Instruction
P. O. Box 1327
504 Government Street
Mobile, Alabama 36601

FUNDING PERIOD: December 1, 1976 - November 30, 1979

OBJECTIVES

The project's purpose is the further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education Program in conjunction with an in-school cluster program structure, designed for occupational exploration and initial job preparation, as defined in Priority Area II, and based on the Research for Better Schools (RBS) model.

PROCEDURES

The RBS model for program implementation will be used. This will permit the program to be installed, field tested, revised, and stabilized during a 3-year phase-in period. The program will be implemented at one high school. In the first year, a limited number of students will take part in all program components. During the first year, exploration and specialization activities will be offered on an afternoon basis only. Second year participation will be 100-200 students, while third year participation will be from 200-300 students. A steering committee will be responsible for selecting the high school on a competitive basis.

EXPECTED CONTRIBUTION TO EDUCATION:

The Career Development Component will provide for the improvement of student career development through experimental learning activities throughout the community. The Career Guidance component will provide for the improvement of student career development through a program of group guidance instruction.

The Academic Resource Center will be concerned with the improvement of student career development through a program of individualized instruction in English and mathematics.

APPLICATION NUMBER: 502AH60088 GRANT NUMBER: G107600075

PROJECT TITLE: Occupational Cluster/Experience Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
J. M. Gilman, Administrative Assistant
Cordova Public Schools
P. O. Box 140
Cordova, Alaska 99574

FUNDING PERIOD: September 13, 1976 - September 30, 1979

OBJECTIVES

The purpose of the project is to increase the effectiveness of the existing Cordova Junior High School program through:

1. Expansion of curriculum flexibility which will permit the focus of educational experiences on a wide variety of careers.
2. Integration of academic experiences and onsite career exploration.
3. Change in the role of community employers from supervisor/employers to learning guides or teachers.

PROCEDURES

The Northwest Regional Educational Laboratory's Experience-Based Career Education (EBCE) materials and techniques will be used to incorporate a career educational occupational cluster approach at the seventh and eighth grade levels. The Northwest Regional Education Laboratory will be contracted to provide technical assistance, staff inservice training, and employer training. Five to ten occupational clusters, each including occupational ladders from manual labor through technical and professional levels, will be selected for the first year's program by the community advisory committee and the staff. Individual learning plans for the 20 students will encompass counseling, cluster exploration, and learning site investigation. A third party evaluation will be conducted by a research laboratory.

EXPECTED CONTRIBUTION TO EDUCATION

A total EBCE program in Grades 7-12 will be phased in after a 3- or 4-year period. Descriptive and evaluative information will be provided to other districts and interested parties.

APPLICATION NUMBER: 502AH60104 GRANT NUMBER: G097600178

PROJECT TITLE: The Tucson Experience-Based Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
George Hunt
Tucson High School District No. One
P. O. Box 4040
1010 East Tenth Street
Tucson, Arizona 85717 (606) 791-6129

FUNDING PERIOD: October 1, 1978 - September 30, 1979

OBJECTIVES

The purpose of the project is the further development, expansion, and dissemination of the District's career education programs through the operation of a career education center which provides for the direct involvement of 300 juniors and seniors and serves as a demonstration program for the District's nine high schools. Objectives are to improve students' attitudes, skills, and knowledge in a number of career areas.

PROCEDURES

Relationships between career clusters and conventional subject areas will be identified, developed, and maintained to facilitate integration of career education concepts into the traditional high school program. Selected aspects of the Experienced-Based Career Education (EBCE) model will also be integrated with the in-school, cluster-based curriculum. Developed with the technical assistance of the Northwest Regional Educational Laboratory, the community-based component will include: (1) the recruitment, orientation, and training of area employers who will supervise students in career exploration experiences at community work sites and (2) assignment of each student to an EBCE teacher who advises and supervises him in the development of an individualized learning plan of four 9-week explorations (two or three visits a week). Student placement and followup activities will include assistance in job placement or postsecondary program admission. Third-party evaluation of the program will focus on both processes and products (student outcomes).

EXPECTED CONTRIBUTION TO EDUCATION

The methods and techniques developed for EBCE and cluster-based instruction will be defined and disseminated to the District's other high school, to nonprofit private and parochial schools, and to other interested districts in Arizona and throughout the country.

APPLICATION NUMBER: 502AH60094 **GRANT NUMBER:** G617600966

PROJECT TITLE: A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Earl A. Clevenger
Arkansas State Department of Education
Division of Vocational, Technical and Adult Education
State Office Building
Little Rock, Arkansas 72201 (501) 371-1561

FUNDING PERIOD: September 21, 1976 - September 30, 1979

OBJECTIVES

The purpose of the project is the further development and demonstration of the instructional strategies, methods, and techniques of Experience-Based Career Education (EBCE) in coordination with an in-school occupational cluster design. It will give participating high school students the opportunity for occupational exploration and initial job preparation at a variety of community sites.

PROCEDURES

The Arkansas State Education Agency will cooperate with a State post-secondary vocational-technical school and three local education agencies to implement an EBCE program in the three school districts. The Northwest Regional Laboratory will serve as a consultant in utilizing site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally stated objectives. Each school will use a five-member team to staff its project: (1) a school community coordinator, who will be the local project director; (2) a high school counselor, who will be involved in development of a media center as well as individual and group counseling; (3) a career orientation teacher, who will offer a course of occupational information on career clusters; (4) an exploratory teacher, who will develop elective 6-week minicourses of 1 hour per week and individualized learning plans for career exploration in the community; and (5) the general cooperative teacher, who will arrange skill development work experiences in a student's chosen field.

EXPECTED CONTRIBUTION TO EDUCATION

Adaptation of the various EBCE techniques will provide a model for all cooperative programs in Arkansas.

APPLICATION NUMBER: 502AH60048 GRANT NUMBER: G05770002

PROJECT TITLE: Urban Area Experience-Based Exploration for Career Decisions

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Wally Hoffman
Director of Secondary Instruction
Indianapolis Public Schools
120 East Walnut Street
Indianapolis, Indiana 46204

FUNDING PERIOD: January 15, 1977 - January 15, 1980

OBJECTIVES

The purpose of the project is to implement strategies, techniques, and methods of the Northwest Regional Educational Laboratory's Experience-Based Career Education Program into the regular career education program of the Indianapolis Public Schools.

PROCEDURE

Procedure will include the following activities: basic introduction to cluster structure, life-planning skills, competency building, and problem solving techniques. Exploration and/or specialization will take place during a 90-day work experience in the community during the junior or senior year. There will also be learning site analyses, employer seminars, and study of decisionmaking skills.

EXPECTED CONTRIBUTION TO EDUCATION

Students from eleven schools in the Indianapolis area will have opportunity to acquire basic life and job entry skills, and learn how to process career decisions related to those skills and their further education/training.

APPLICATION NUMBER: 502AH60026 GRANT NUMBER: G077700001

PROJECT TITLE: A Proposal to Develop and Implement into a Comprehensive Career Education Program K-14, Through a Cluster Structure, an EBCE Program in Grades 9-10, in a Three-County, Non-Urban Area in Missouri

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Marvin Fielding, Vice President for Instruction
Nila Hibdon, Vocational-Technical Division
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301

FUNDING PERIOD: June 1, 1977 - May 31, 1980

OBJECTIVES

1. Continue a career awareness and career development program in grades K-8 through use of materials previously developed in a Part B program.
2. Implement an in-school experience-based program in grades 9-10 utilizing materials from experience-based career education program of the Appalacia Educational Laboratory.
3. Expand skill career education training opportunities available to youth in grades 11-12.
4. Expand skill training opportunities for postsecondary, adult, and special needs students through pilot testing of cluster curriculum individualization and mediation of training programs.

PROCEDURES

The project will infuse objectives of the Experience-Based Career Education (EBCE) Program into the existing in-school cluster structures designed for occupation and initial job preparation in 10 systems in a three-county area and will focus on career cluster explorations. A site analyst will gather and compile information about possible job experience sites and a community advisory council will be created to assist with program implementation. Learning centers will be established as the project becomes operational and stress placed on developing effective communication between the community and participating school systems. A monthly newsletter about the project will be distributed and there will be formative and summative evaluation. Students and learning coordinators will work closely together. Survey instruments will be used to determine career awareness and maturity and to attain placement data.

EXPECTED CONTRIBUTION TO EDUCATION

The project will promote all aspects of career education and provide experience-based programs at the junior high level in an area covering three counties and will serve as a model for the other rural areas in Missouri.

APPLICATION NUMBER: 502AH60058 GRANT NUMBER: G077700002

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Don Byrnes
Administrative Assistant
Office of the Superintendent
Grand Island Public Schools
615 North Elm Street
Grand Island, Nebraska 68801

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The purpose of the project is to implement a Career-Based Career Education program at Grand Island Senior High School to provide alternative learning modes and content for students.

PROCEDURES

The Experience-Based Career Education program will be initiated by organizing career information and exploratory learning sites into job clusters. Twenty randomly selected students will participate. The program will be expanded to include at least 60 students during its second and third year. The relationship of jobs within and between clusters will be developed so that students will gain an understanding of job mobility. The Northwest Regional Laboratory will provide inservice assistance. Students will explore job sites for 3 to 5 days in order to determine which job task they want to pursue.

EXPECTED CONTRIBUTION TO EDUCATION

The use of a student career journal, the development of sites, and site instructors will be beneficial to all cooperative education programs. The State Department of Education will assist in dissemination activities.

APPLICATION NUMBER: 502AH60069 GRANT NUMBER: G087600113

PROJECT TITLE: Career Education: Planning, Learning, Understanding, Succeeding

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jerry Tuchscherer, Career Education Specialist
North Dakota State Board for Vocational Education
900 East Boulevard
Bismarck, North Dakota 58505

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

1. Enchance students' self-development, civic responsibility, and economic awareness.
2. Help bridge the gap between school and earning a living and provide more occupational opportunities for growth, in order to reduce the level of youth unemployment.
3. Acquaint students with occupational choices in their community along with the education needed to take advantage of those choices.

PROCEDURES

An in-school cluster system of career education will be integrated into an Experience-Based Career Education (EBCE) plan permitting students the option of having a combination of in-school learning opportunities about the broader community environment and the option to cycle out into that environment for short periods of time for exploration and career skill development activities. For the latter (initially, about 30 students), learning strategies include: (1) career explorations (3- to 5-day student encounters with the people and job tasks related to occupations that interest them at community sites); (2) individualized, problem-centered projects to help blend learning objectives from the Life Skills, Basic Skills, and Career Development curriculum areas in activities performed largely at community sites of their choice, and (3) opportunities to return for longer and more in-depth exploration and skill development at workplaces in the community. Administrative tasks include development and utilization of community and employer site resources and training of employers as supporting staff for the program. A third-party evaluation is also included in the administrative plan.

EXPECTED CONTRIBUTION TO EDUCATION

The final product will be a workable plan for implementation of similar programs statewide in districts of various sizes. The plan would be disseminated by state staff.

APPLICATION NUMBER: 502AH60027 Grant Number: G310760052

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Grace Glynn, Assistant Commissioner
Rhode Island Bureau of Vocational Education
Roger Williams Building
22 Hayes Street, Room 301
Providence, Rhode Island 02908

FUNDING PERIOD: September 17, 1976 - September 16, 1979

OBJECTIVES

The purpose of the project is to give high school students who have not yet made career decisions the opportunity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work. Objectives for student participation in the program are increased career skills in both cognitive and affective domains, increased self awareness skills, and more relevant basic skill development.

PROCEDURES

Based on the Experience-Based Career Education (EBCE) model developed by Research for Better Schools (RBS), the program will be conducted out of two of the State's area vocational facilities. Nine sending communities encompassed in the areas served by the two facilities will participate. During the first year two teachers and two counselors from each of the sending high schools, along with two resource coordinators and two curriculum developers hired by the program, will be trained by RBS in how to implement the model. Each sending high school will operate the career guidance and academic components at their own site, and the community-based career development component will operate out of the area facilities. Staff will be trained to develop employer job sites for student learning experiences and to integrate academic and counseling components with those experiences. The 150 juniors involved in the first year will be doubled in the second year with 300 juniors and seniors served in the third year and thereafter.

EXPECTED CONTRIBUTION TO EDUCATION

Participating schools will be prepared to provide EBCE instruction to other staff members. Positive outcomes will be replicated in other Rhode Island areas.

APPLICATION NUMBER: 502AH60061 GRANT NUMBER: G087600114

PROJECT TITLE: Pathfinder: Exploration Through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities for Young People

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Clayton Carlson
Watertown Independent School District No. 1
200 Ninth Street Northeast
Watertown, South Dakota 57201

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

1. Provide community-based career experiences to young people who have left high school either by graduation or by dropping out and who wish to explore careers through onsite/community experiences designed to facilitate their decision to enter education or training programs, or specific work situations.
2. Help the community and the schools become partners in meeting individual student needs.

PROCEDURES

Sixty students will be involved in a project which resembles the Community Experience in Career Education program of Experience-Based Career Education (EBCE) in Tigard, Oregon. Site recruitment materials and techniques developed by the Northwest Regional Educational Laboratory will be used to arrange working relationships with area employers and provide them with staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students. Individualized student learning plans will be negotiated between students, staff, and employer instructors. Students will spend 15 to 20 hours a week exploring careers on job sites, learning about occupations within a cluster framework while refining career selection skills. Individual programs for improving basic academic skills will be coordinated with job site experiences. Students who wish to further develop employable skills in a particular job may arrange for special placement with an employer.

EXPECTED CONTRIBUTION TO EDUCATION

A wholly or partially transportable EBCE model will be available for the use and participation of other vocational-technical schools or by private nonprofit schools.

APPLICATION NUMBER: 502AH60086 GRANT NUMBER: G107600073

PROJECT TITLE: Highline District's Vocational Exploratory and Preparatory Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ben A. Yormark, Director of Career Development
Highline Public Schools
Instructional Division - Career Development
15675 Ambaum Boulevard, Southwest
Seattle, Washington 98166

FUNDING PERIOD: September 8, 1976 - September 7, 1979

OBJECTIVES

The project will be directed toward improvement of the vocational education program at the senior high level by (1) bridging the gap between vocational education and the world of work; (2) bridging the gap between vocational guidance and vocational training; (3) improving the placement rate of graduates of vocational programs, and (4) meeting the needs of individual students.

PROCEDURES

When the program is in full operation 300 students will be involved in a vocational exploration and preparation program representing a major adaptation of the Experience-Based Career Education (EBCE) learning strategies developed by the Northwest Regional Educational Laboratory. These will be incorporated into a school-based cluster arrangement which allows students opportunities to (1) examine their own interests and abilities as they relate to employment opportunities; (2) explore the variety of career opportunities available to them, and (3) become involved in preparatory experiences which will qualify them for these employment opportunities. Administrative procedures will focus on development of business-industry linkages; inservice orientation of project staff and community representatives; student recruitment, records, health and safety, and placement and followup; special needs affirmative action; budgetary control; facilities; transportation; community relations; dissemination; and third-party evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

Management procedures and instructional materials developed will enable school administrators in other districts to initiate similar programs, and instructional programs implemented through this project shall become an integral part of the vocational education program within the Highline School District.

APPLICATION NUMBER:	502AH60110	GRANT NUMBER: G107700001
PROJECT TITLE:	Bellevue's Experience-Based Career Education Program	
PRINCIPAL INVESTIGATOR AND ORGANIZATION:	James G. Schulz Career Education Consultant Bellevue Public School District No. 405 310 - 102nd Avenue Northeast Bellevue, Washington 98004	
FUNDING PERIOD:	January 15, 1977 - November 14, 1980	

OBJECTIVES

The project objectives are to (1) provide students with an increased opportunity to develop self and career understanding through use of a wide variety of community resources and (2) use strategies, methods and techniques developed by the Northwest Regional Educational Laboratory Experience-Based Career Education (EBCE) project so they can be used with an in-school clustering system to provide students with exploration and initial skill activities with which to build more complex skills.

PROCEDURES

Fifty high school students in grades 10, 11, and 12 will participate in a planned, individualized program designed to increase understanding of themselves and the educational and occupational opportunities in the community. The students will engage in frequent self assessment and will develop personalized learning plans with the aid of a certificated staff member. Organizations representing a broad community spectrum will be recruited to provide learning sites at which students will observe and participate in planned learning activities for a portion of their school time. Students who wish may investigate several occupational clusters in this manner. Students, who will always have the option of negotiating a program change, will earn credits for a career development course in relation to the quality and quantity of their work. Additional credit may be earned through special project work on an individualized or contract basis negotiated by the student and a staff member.

EXPECTED CONTRIBUTION TO EDUCATION

This project will demonstrate how strategies, methods, and techniques developed for an experience-based career education pilot project can be adapted for use with in-school occupational clusters. Through integrating the EBCE program with the existing high school program and involving present staff members, the project will become highly visible. A planned program of information sharing and visitation days will permit other agencies to understand and emulate the program.

PART D: DEMONSTRATION

Priority: Work Experience and Cooperative
Vocational Education Projects

APPLICATION NUMBER: 502AH60067   GRANT NUMBER: G087600111

PROJECT TITLE: Colorado Experience-Based Career Education Model (7-10)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Bill Barnes, Supervisor, Career Education
Colorado State Board of Community Colleges and Occupational Education
207 State Services Building
1525 Sherman Street
Denver, Colorado 80203 (303) 892-3071

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The project objective is to produce a career exploration model for utilization by schools in Colorado. The components and the strategies of the model will contain the necessary inservice programs, implementation plans, evaluation procedures, and other pertinent information for each strategy.

PROCEDURES

Based on the Experience-Based Career Education (EBCE) programs of the Northwest Regional Educational Laboratory and Research for Better Schools, an exploratory model will be pilot tested and field tested in each of four participating sites. The four sites, representative of the schools in Colorado, are in a high plains farming community, a rural isolated mountain community, a predominantly Mexican American community, and an urban area. The focus of the first year will be to define the major components of the Colorado model, to select appropriate strategies, and to pilot test selected strategies in each of the four schools. The second and third years will include field testing and demonstration of the model at the four sites. Coordinated at the State level, the project will have a State-level project director and a local coordinator employed by each participating school district. Each site will have a district advisory committee, and representatives from the participating schools will form a project steering committee for the development of the model.

EXPECTED CONTRIBUTION TO EDUCATION

1. A Colorado model for career exploration, including program components and strategies.
2. Validated implementation plans for four school districts of varying characteristics to guide adoption and adaptation of the model by other school districts.

APPLICATION NUMBER: 502AH60001 **GRANT NUMBER:** G057600217

PROJECT TITLE: Expand and Improve the Instructional Strategies, Methods, and Techniques of Research for Better Schools (RBS) Experienced-Based Career Education Program with a Currently Existing K-12 Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
James E. Williams, Instructional Assistant, Career Education
New Albany-Floyd County Consolidated School Corporation
802 East Market Street
New Albany, Indiana 47150

FUNDING PERIOD: September 17, 1976 - September 16, 1979

OBJECTIVES

The purpose of the project is to facilitate improved career decisionmaking capabilities by expanding student personal, occupational, and curricular awareness and thereby provide students with the knowledge and reality-based experience to make rational decisions related to academic and career plans.

PROCEDURES

The project will adapt the materials and know-how of the Research for Better Schools (RBS) Experience-Based Career Education (EBCE) program to improve the local K-12 career education plan focusing on development of a system-wide EBCE program designed as an elective available to all sophomores, juniors, and seniors in the district. Tasks include: (1) realignment and expansion of the established Career Resource Center and its staff responsibilities: (2) orientation and inservice training for career center staff, teachers, administrators, and participating community resource site personnel; (3) screening and selection of specific community resource sites; (4) development of uniform student exploration-investigation procedures and requirements, and (5) establishment of specific onsite inquiry experiences for each community resource facility. Students will explore and investigate career cluster resource sites in the community on an extended first-hand basis. During the 10th and 11th grades, they may participate in three 1-week resource explorations; during the 12th grade, they may take part in one personalized career investigation experience one day a week for nine consecutive weeks. New Educational Directions, Inc., will conduct a third-party evaluation of the program.

EXPECTED CONTRIBUTION TO EDUCATION

The Consolidated School Corporation will disseminate career education information products to all interested school corporations throughout the State of Indiana. Local education agencies will be given packets during inservice workshops and/or during career education sharing conferences.

APPLICATION NUMBER: 502AH60059 GRANT NUMBER: G047603003

PROJECT TITLE: Experience-Based Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Donald J. Hanratty
Itawamba Community Junior College
P. O. Drawer 1588
Tupelo, Mississippi 38801

FUNDING PERIOD: September 14, 1976 - September 13, 1979

OBJECTIVES

Objectives are to provide an individualized developmental studies program for educationally disadvantaged students which will include development of reading comprehension and mathematical skills along with career exploration experiences in a nontraditional setting. The project will expand the existing cooperative education program, permitting student exposure to a minimum of three diverse work environments.

PROCEDURES

Selected components of the Appalachia Educational Laboratory's (AEL) Experience-Based Career Education (EBCE) model will be used to provide an individualized 15-week course for high school dropouts and graduates. AEL methods to be used are learning site analysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. A 2-week student orientation will include testing, occupational information, and selection by each student of at least three occupations to explore during the 12-week onsite experience phase. Four days of each week will be spent onsite; the fifth day will be spent on campus for planning and review with the learning coordinator and for study and research in the resource center. During the 1-week wrap-up and evaluation sessions students may choose to enter further training or receive job placement assistance. A third-party evaluation will be contracted.

EXPECTED CONTRIBUTION TO EDUCATION

Various means of dissemination will be utilized to publicize the program strategies and outcomes throughout the State of Mississippi in the hope that positive elements will be incorporated into other vocational education programs on the secondary and postsecondary levels.

APPLICATION NUMBER: 502AH60053 **GRANT NUMBER:** G087600112

PROJECT TITLE: Experience-Based Career Education: Vocational and Career Education - A Model for Expansion and Improvement

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Frances Jackson, Director of Career Education
Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59403 (406) 761-5800

FUNDING PERIOD: September 1, 1976 - June 30, 1979

OBJECTIVES

1. Identify, develop, and/or implement career programs which are based upon manpower needs and student career interests.
2. Implement an up-to-date guidance program.
3. Develop a placement system including both information and services.
4. Improve existing programs and student performance in basic skills and specified areas of career development.

PROCEDURES

Selected elements of the Northwest Regional Educational Laboratory's Experience-Based Career Education (EBCE) model will be utilized to develop new programs in cooperative vocational education and work experience and to improve the existing experiential program in the district. Both the developmental and improvement efforts will rely heavily upon the techniques employed for the recruitment and training of persons in the business/industry/labor community to serve as community models and instructors for young people. Emphasis is on individualized instruction including the basic skills of mathematics and language arts. Processes for student career development have been identified as self-awareness, career awareness, career exploration, career preparation, and placement in either work or further training and education. Program components include career-related in-school experience, work and out-of-school experience, supervision in a work environment, and participation in a productive economic role. Placement procedures will be developed with the collaboration of manpower personnel and other agencies having a placement function.

EXPECTED CONTRIBUTION TO EDUCATION

Dissemination products will include curriculum guides, a bibliography on bias-free career guidance materials, audiovisual materials, and procedural manuals.

APPLICATION NUMBER: 502AH60010 GRANT NUMBER: G617600968

PROJECT TITLE: Experience-Based Career Education in Cooperative Vocational Education and Work Experience

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Sam W. Kerr, Coordinator of Career Education
Moore-Norman Area Vocational-Technical School
4701 Northwest 12th Avenue
Norman, Oklahoma 73069

FUNDING PERIOD: September 15, 1976 - August 31, 1979

OBJECTIVES

1. Create bridges between school and earning a living for young people who are still in school, who have left school by graduating or dropping out, or who are in postsecondary programs of vocational education.
2. Broaden occupational aspirations and opportunities for youths with special emphasis on those who have academic, socioeconomic, and other handicaps.
3. Reduce youth unemployment.
4. Reduce the dropout rate of secondary students.
5. Promote cooperation between public education and manpower agencies.

PROCEDURES

Strategies developed by the Appalachia Educational Laboratory (AEL) for Experience-Based Career Education (EBCE) will be used to develop and implement a program in which students will earn credit for onsite career exploration in various occupational areas. Initially, staff trained by AEL will obtain parent and community involvement, recruit and enroll students, and identify and analyze job experience sites in the community. Eleventh and twelfth grade students will be involved in career exploration experiences both at a job site and with the learning coordinator a minimum average of 15 hours per week. AEL strategies to be used include site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally-stated objectives for student experience-based exploration and cooperative education. A third-party evaluation will be conducted by an Oklahoma teacher training institution. Once in full operation, the program will serve about 150 students per year.

EXPECTED CONTRIBUTION TO EDUCATION

Groundwork will be laid to network and institutionalize the EBCE program throughout the State.

APPLICATION NUMBER: 502AH60103 GRANT NUMBER: G047603005

PROJECT TITLE: Demonstration of Experience-Based Career Education in Memphis, Tennessee

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Daniel H. Campbell
Memphis City Schools
Division of Vocational Education
2597 Avery Street
Memphis, Tennessee 38112

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

The purpose of the project is to provide students with expanded onsite opportunities to explore various related career areas before they select a career specialization area of training. Specific objectives are to (1) provide a total educational system, preparing students either for placement in immediate employment or further education and (2) help create student awareness of the relationship between careers and the other correlated subjects in the school curriculum.

PROCEDURES

Site analysis techniques, employer orientation and recruitment techniques, and the individual student learning plans of the Research for Better Schools Experience-Based Career Education (EBCE) program will be implemented at Hamilton High School where 120 students will be directly involved each year. Program components include: (1) Career Development Orientation in which 10th graders select from 15 occupational clusters those which they want to explore in once-a-week, 5-hour sessions which allow for involvement with participating community resources; (2) Career Experience Component in which 11th and 12th graders receive specialization experiences and/or job training in a cooperative work experience program in a local business, and (3) Career Placement Component which includes integration of career information and job readiness material into the regular curriculum and placement of vocational seniors in areas of their training. The project will expand and modify existing cooperative education programs so they can better meet the needs of the students and the community.

EXPECTED CONTRIBUTION TO EDUCATION

This implementation and demonstration of EBCE will be a prototype or model for other school systems.

APPLICATION NUMBER: 502AH60111 GRANT NUMBER: G097600180

PROJECT TITLE: Exemplary Demonstration Project in Cooperative Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Patoa Benioni
American Samoa Community College
P. O. Box 2609
Pago Pago, American Samoa 96799

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

1. Provide opportunity for secondary and postsecondary students in the Territory of American Samoa to have on-the-job experiences in a work setting.
2. Provide instruction relating to saleable skills through cooperative arrangement between the College and local employers.

PROCEDURES

Job stations will be identified in the private and government sectors where students will work part-time in areas of their educational major. Agreements between the employers and the American Samoa Community College will be signed to assure that the students will receive occupational training related to their school. The cooperative education coordinator will make periodic visits to the employers to evaluate the students' performance. Grades will be determined by the reports given by the supervisors at the training stations. The program coordinator will be responsible for conducting an evaluation and reporting procedures. About 150 students will be involved in the program over the 3-year period.

EXPECTED CONTRIBUTION TO EDUCATION

Changes in the curriculum content at the secondary and postsecondary levels will be made to reflect current job needs and requirements.

APPLICATION NUMBER: 502AH60089 GRANT NUMBER: G097600181

PROJECT TITLE: Community-Based Building Maintenance Mechanics Training

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Michael L. Rask, Associate Superintendent
Government of Guam Department of Education
Division of Career & Occupational Education
P. O. Box DE
Agana, Guam 96910

FUNDING PERIOD: September 1, 1976 - August 31, 1979

OBJECTIVES

1. Provide students enrolled in the newly implemented Building Maintenance Mechanics Program (BMMP) with adequate experiences relating to commercial structure maintenance so that, upon the completion of the 2-year course of study (in-class and community-based), they will be able to transfer smoothly into the Cooperative Work Experience Program for the completion of their training.
2. Test the feasibility of providing mobility for vocational programs so that students can experience the diversity of building maintenance in a realistic setting.

PROCEDURES

A project serving 48 secondary school juniors in the BMMP will be developed and conducted utilizing as training sites various Government of Guam agencies whose facilities represent most structural models. Arrangement will be made with businesses on Guam to utilize their buildings on a limited basis when they have a unique maintenance component. The program will be assisted by a community advisory committee under the direction of the administration of Guam Vocational-Technical High School. A third-party evaluation will be conducted.

EXPECTED CONTRIBUTION TO EDUCATION

1. An evaluation of the effectiveness of basing vocational education, prior to paid work experience, on a combined classroom and community program.
2. A model for other Pacific Basic Educational Systems which are interested in implementing a BMMP relevant to their particular construction materials and techniques.

PART D: DEMONSTRATION

Career Education and Cluster Projects (Continuations)

APPLICATION NUMBER: 502A950002 GRANT NUMBER: G391750038

PROJECT TITLE: Career Ladder Infusion Model Building

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert Tholl
Garden Grove Unified School District
10331 Stanford Avenue
Garden Grove, California 92640

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

Three objectives of the project are to increase the students' awareness of the various stages of career development; enable them to see themselves in relationship to it; and increase competency in the basic skills through performance-based curriculum.

PROCEDURES

A model will be developed for infusing career education concepts and skills into the existing curriculum for students in grades 10, 11, and 12. The target school is Pacific High School, located in a school district of 51,000 students in Orange County. An interdisciplinary approach will be used to integrate career awareness, career orientation, and job preparation with the core subjects of English, mathematics, and social studies. Inservice training will provide the staff with skills necessary to write curriculum units and activities correlated with the California "Goals for Career Education" and the five USOE occupational clusters. Units will be field tested to the satisfaction of a school/community advisory committee and an evaluation team.

EXPECTED CONTRIBUTION TO EDUCATION

The 15 USOE occupational clusters will eventually be related to each high school discipline and integrated with the existing vocational education, career counseling, work experience, and job placement program elements.

APPLICATION NUMBER: 502A950014 GRANT NUMBER: G391750039

PROJECT TITLE: Exemplary Career Education Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Easa Harb
Grossmont Union High School District
P. O. Box 1043
La Mesa, California 92041

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

The program objectives will be to improve the present vocational education program (an extensive program including training for health occupations, diesel mechanics, aviation, business, and many other fields) by providing for counseling and articulation.

PROCEDURES

Vocational counseling programs will be set up for students enrolled in the District's 10 high schools, occupational training center, and other specialized training facilities. These include 21,000 regular day students and more than 8,500 in vocational preparation programs. Counseling will enable the high school student to formulate a career preparation education plan and will make him aware of programs not only in his school, but in the District, County, State, and Nation. Articulation between programs of the high school District and the feeder schools and area community college (which have no legal association with the high school District) will be developed by carrying out the steps set up by an articulation task force.

EXPECTED CONTRIBUTION TO EDUCATION

With counseling and articulation programs to supplement the already existing vocational training program, the project will insure an exemplary high school career education program.

APPLICATION NUMBER: 502A950015 GRANT NUMBER: G391750089

PROJECT TITLE: Operational Model for Career Development and Vocational Preparation

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Anne Upton
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

The purpose of the project is to make available to all California school districts field-tested transportable models of career development-vocational preparation programs with strong competency-based staff development and evaluation components, which will raise students' occupational aspirations and opportunities and will bridge the gap between school and the world of work.

PROCEDURES

Three State Department units (Vocational Education Support Unit, Career Education Task Force, and Pupil Personnel Services Unit) and two school districts (Fremont Unified in Alameda County and Huntington Beach Union High School District in Orange County) will establish and operate a consortium designed to develop two demonstration sites for model career education programs. The Districts, which have different organizational patterns and populations, will (1) prepare plans for evaluating and modifying their career development and vocational preparation programs around the California Model for Career Development Curriculum and (2) develop and implement a competency-based staff development program related to student and community needs. Articulation with feeder schools and junior colleges, coordination with business and industry, and integration with already developed practices and programs will be emphasized. Internal and external evaluation will provide quality control.

EXPECTED CONTRIBUTION TO EDUCATION

Districts wishing to adopt/adapt a career education program can choose the model most appropriate for their situation and population.

APPLICATION NUMBER: 502A150002D GRANT NUMBER: G310750010

PROJECT TITLE: Occupational Competence Access Project (OCAP)

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
John Post
Massachusetts Center for Occupational Education
31 Saint James Avenue
Wellesley Hills, Massachusetts 02181

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

The purpose of the program is to create for each student a meaningful, logical sequence of school experience which will prepare the student for the world of work or further education. Focus will be on increasing students' skills and abilities in relationship to employment opportunities and on increasing student ability for better career decisionmaking.

PROCEDURES

Using materials and services from Project CAREER (a research and development activity of the Massachusetts Division of Occupational Education), teachers and guidance counselors at King Philip Regional Vocational-Technical School in Wrentham and at high schools in the City of Lynn will work concurrently to develop a program with three components:

1. A Competency-Based Career Guidance System, which includes assessment of a student's interests and abilities related to the world of work. The organized, computerized information network will facilitate tentative career decisions based on integration of self awareness and career awareness.
2. Skill Outcome Exploratory Program involving the construction of learning plans which allow students to explore a number of career clusters and obtain skills in the process. Occupational and academic teachers will work together to create the interdisciplinary program.
3. Student Competency Files, a computerized recordkeeping system of occupational and academic competencies which a student has achieved. It will be used as a tool in accessing employment or further education.

EXPECTED CONTRIBUTION TO EDUCATION

1. Implementation of the same career education model in two distinct school settings.
2. A manual to facilitate the model's implementation both Statewide and Nationwide.

APPLICATION NUMBER: 502A550010 GRANT NUMBER: G057500047

PROJECT TITLE: Implementation of the Occupational Cluster Concept - A Curriculum Tool for Improving Career Development And Preparation Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert A. Harberts
Battle Creek Public Schools
3 West Van Buren Street
Battle Creek, Michigan 49016

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

1. Help individiuals plan and make career development decisions.
2. Make available training programs that adequately fulfill the individual's expectation.

PROCEDURES

An occupational preparation program offering expanded training options through utilization of the coordinated occupational cluster concept will be implemented in grades 11 and 12 at the Calhoun and Branch Area Vocational Education Centers. Special needs staff will work to improve programming for special needs students by developing and implementing programs for modifying and supplementing regular programs to enable special needs students to succeed in school. Program articulation will be developed with elementary, junior, and early senior high school occupational awareness and exploration programs as well as with post high school vocational technical institutes, community colleges, and other business-industry training opportunities. Strategies to familiarize secondary students with a broad range of occupations will be developed and implemented by teachers and guidance counseling staff for assisting students with career development decision making. Of the 14,000 students in grades 9-12 in the area served by the project, approximately 4,200 will be enrolled in these course offerings.

EXPECTED CONTRIBUTION TO EDUCATION

The project will implement and demonstrate the application of the concept of "career clusters" as an organizational technique to facilitate the delivery of career development and occupational preparatory instruction at the high school level.

APPLICATION NUMBER: 502A50001D GRANT NUMBER: G310750007

PROJECT TITLE: Project Bridges: Spanning the Gap Between Education and Earning a Living

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Susan E. Klaiber
Project Bridges
Somersworth High School
414 High Street
Somersworth, New Hampshire 03878 (603) 692-2431

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

1. Eliminate the gap between school and earning a living for the youth of the Somersworth School District.
2. Develop further cooperation between public education and the local business/industry community.
3. Expand occupational aspirations and opportunities for all youth.

PROCEDURES

The project will focus at first on the guidance, preparation, and placement of high school "vocational students" with emphasis given to continuation of a career development program for all students throughout the duration of the project. Program components include:

1. Guidance and Counseling. A guidance team for each student will include parents, vocational teacher/advisor, counselor, and student. A guidance gate checklist will be developed and maintained for each student.
2. Elementary Career Awareness. District guidance personnel will conduct career awareness update presentations for teachers.
3. Middle School Career Exploration. Two new hands-on job exploration options will be added each year to each of the five occupational clusters.
4. Occupational Preparation. Offerings will be expanded in clusters of agribusiness, construction, business and office, hospitality and recreation, and communications and media. At least one new in-school vocational program will be started in each cluster each year for three years. Satellite programs will be developed in the community. Twenty training stations and instructors in public business will be developed the first year and an additional twenty in private business and industry the second year. Workshops for local occupational specialists will train them to be effective vocational teachers.
5. Placement activities will be expanded for in- and out-of-school youth.

EXPECTED CONTRIBUTION TO EDUCATION

The District will better fulfill its responsibility to insure equal career preparation opportunities for its youth.

APPLICATION NUMBER: 502A25001 GRANT NUMBER: G3207500023

PROJECT TITLE: Wayne Design for Career Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Adrian Van Zweden
Wayne Board of Education
50 Nellis Drive
Wayne, New Jersey 07470 (201) 694-8600

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

The project has 25 goals aimed at development of a career education program for the Wayne Public School District. These goals focus on three areas:
1. Career guidance and intensive counseling.
2. Articulation (providing linkages between various levels).
3. Introduction of five occupational clusters.

PROCEDURES

The project will operate through a Career Education Task force headed by the Superintendent of Schools. The program will serve the approximately 11,500 students in 11 elementary, 3 middle, and 2 high schools. Existing research, materials, and experiences drawn from national, state, and local levels will be investigated and adapted to the District. Curriculum development will focus on "Technology for Children" units on the elementary level, "Introduction to Careers" cycles in the middle grades, and "Career Preparation" components in the upper grades. Articulation will provide linkages with vocational-technical education, college, adult and continuation education, and employment opportunities. Inservice courses and workshops will precede implementation. Job placement activities, school/industry coordination, and multimedia services will be developing simultaneously. Evaluation, internal as well as third-party, will be continuous to provide the Task Force with recommendations for revision, updating, expansion, or deletion of program elements.

EXPECTED CONTRIBUTION TO EDUCATION

Dissemination of experiences and results will be planned as an integral part of the project so that many elements can be transported to other districts and agencies concerned with career development.

APPLICATION NUMBER: 502A25002 GRANT NUMBER: G3207500031

PROJECT TITLE: Systemwide Career Education Cluster-Based Articulated Model Program: K-Graduate Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

David A. Bickimer
New York City Board of Education
Office of Education Planning and Support
Office of Career Education
110 Livingston Street
Brooklyn, New York 11201 (212) 596-8052

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

Demonstrate the following at one model site in each of the five boroughs of the City of New York School District:

1. Fusion of academic and vocational education.
2. Fusion of guidance and instruction.
3. Infusing of social psychological elements of career awareness, exploration, and preparation into all instruction.
4. Systematic utilization of the community as an instructional resource.

PROCEDURES

The infusion of eight career education elements (Ohio State Model I) and five relevant clusters in the various model sites will be accomplished through selective teacher/education management training sessions. (Each site will include a network of schools, kindergarten through graduate education.) Articulation linkages with graduate and undergraduate institutions will afford college credit for necessary staff development procedures. In the first year curriculum materials will be developed, tested, and revised at site 1 (Manhatten): Awareness Modules (elementary), Exploration Modules (junior high), and Preparation Modules (high school). Development will then begin at site 2 (Brooklyn) and site 3 (Bronx). Counseling departments at each site will be oriented to the five clusters relevant to that site and programs will be developed for the mentally, physically, and emotionally handicapped. All interested nonpublic schools in each site will also be involved. Two business representatives for each occupational cluster will be identified for each site. They will be oriented to career education concepts, principles, and procedures and will serve as community representatives to orient teachers to clusters, give advice on curriculum, and take an integral part in career education instruction.

EXPECTED CONTRIBUTION TO EDUCATION

Each model, located in a borough, will build mechanisms and utilize strategies for dissemination systemwide, but especially within the borough.

APPLICATION NUMBER: 502A150003D GRANT NUMBER: G310750011

PROJECT TITLE: Student Plans and Career Clusters

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Pasquale DiLego
Career Education Project
Edmunds Junior High School
Burlington, Vermont 05401 (802) 863-4521

FUNDING PERIOD: June 30, 1975 - June 30, 1978

OBJECTIVES

1. Reduce the potential for youth unemployment.
2. Create bridges between school and earning a living.
3. Contribute to promoting cooperation between public education and manpower needs.
4. Broaden occupational aspirations and opportunities for youth.

PROCEDURES

The project will implement and demonstrate a career education program at Edmunds Junior High School that will have three components:

1. Preselected clusters (construction, consumer and homemaking related occupations, fine arts and humanities, transportation, and business and office practices) which will be integrated into curriculum materials and programs in the subject matter areas of the creative arts, English, mathematics, sciences, social studies, foreign languages, vocational and special education offerings.
2. Individual student development plans to be worked out by guidance counselors and students to coordinate the student's school program with his career choices.
3. Articulation of the junior high school career clusters with programs offered in the high school and its vocational center.

Responsibilities for governance of the project will be shared by the Vermont State Department of Education and the Burlington School System.

EXPECTED CONTRIBUTION TO EDUCATION

Information will be disseminated to Vermont's career education programs to encourage replication of activities in other school districts.

APPLICATION NUMBER: 502A950004 GRANT NUMBER: G91750090

PROJECT TITLE: Career Education Materials Development for Comprehensive Guidance Counseling Implementation at the Senior High School Level

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
David Ramarui, Director of Education
Department of Education Headquarters
Saipan, Mariana Islands 96950

FUNDING PERIOD: July 1, 1975 - June 30, 1978

OBJECTIVES

This project proposes to better preserve the options of the student and to provide him the knowledge required to decide for himself how far and in what direction he will go educationally. Principal goals are to (1) structure the entire program around real life activities; (2) integrate academic knowledge and skills with occupational training; (3) include in the program community resources and non-school educational opportunities, and (4) provide for each student a program relevant to the student becoming a productive, contributing citizen through an extensive career counseling-oriented curriculum.

PROCEDURES

The District Pre-Vocational Coordinator (PVC) will work with the staff of Ponape Island Central School (PICS) assisting them in the compiling of material. He will conduct teacher training sessions with teachers involved in curriculum testing. Focus will be on the responsibility of the school in relation to post-school opportunities for students within the framework of present community needs and possible future needs of Micronesia. The PVC will continue to serve as a resource and support person for classroom teachers and participating students.

EXPECTED CONTRIBUTION TO EDUCATION

The PVC, in visiting and observing classes, will evaluate the new materials for demonstration and dissemination of relevant curriculum development concepts and techniques. Dissemination will focus on the total student body of PICS and high school staffs throughout the Trust Territory.

APPLICATION NUMBER: 502A25003 GRANT NUMBER: G391750010

PROJECT TITLE: Virgin Islands Exemplary Vocational Career Education Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Albert Ragster
Virgin Islands Department of Education
Division of Vocational-Technical Education
P. O. Box 630
St. Thomas, Virgin Islands 00801 (809) 774-3046

FUNDING PERIOD: July 1, 1975 - June 30, 1978

OBJECTIVES

This project continuation will focus on orientation of the availability and usage of the career education resource center.

PROCEDURES

Approximately 8,000 pieces of resource materials will be cataloged during the academic year. Workshops and seminars involving administrators, counselors, and teachers will be conducted during the year. Professional consultants will be employed whose expertise is expected to have valid input into the total project.

PART I: CURRICULUM DEVELOPMENT

APPLICATION NUMBER: 496AH70002 GRANT NUMBER: G007700004

PROJECT TITLE: Western Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Lawrence F. H. Zane, Director
University of Hawaii
College of Education
2444 Dole Street
Honolulu, Hawaii 96822 (808) 948-7834

FUNDING PERIOD: January 1, 1977 - December 31, 1977

OBJECTIVES

The purpose of this project is to provide a Curriculum Coordination Center within the National Network for Curriculum Coordination in Vocational Technical Education that will serve the consortium states and territories in the Western Region: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, and the Trust Territory of the Pacific Islands. The Center will house and disseminate vocational education curriculum materials and will assist the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials, in order to reduce duplication of effort.

PROCEDURES

1. Establish the Western Curriculum Coordination Center (WCCC) to house vocational education curriculum materials.
2. Disseminate curriculum materials and information to the states in the Western region, the other regional centers, and the U.S. Office of Education.
3. Respond to requests for materials from the western States and others in the National Network.
4. Identify State and regional curriculum priorities.
5. Share information and plans regarding curriculum materials and needs by means of reporting system, quarterly newsletter, regional meetings, conferences, and workshops.
6. Participate in the activities of the National Network (NNCCVTE).

EXPECTED CONTRIBUTION TO EDUCATION

The Center will facilitate the exchange of information regarding vocational education curriculum materials to reduce duplication of effort. As part of the National Network, it will help to get pertinent, high priority materials developed throughout the nation into the hands of instructors. It will particularly assist the less populated territories in the Western region in developing their curriculum effort by promoting cooperative arrangements between them and the larger states in the region. The Center will serve as a reference resource for the U.S. Office of Education in the establishment of curriculum priorities and the development, adaptation, distribution, and implementation of vocational education curricula.

APPLICATION NUMBER: 496AH70012 GRANT NUMBER: G007601904

PROJECT TITLE: East Central Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Rebecca Douglass, Director
Illinois Office of Education
Department of Adult, Vocational/Technical Education
100 North First Street
Springfield, Illinois 62777 (217) 782-0759

FUNDING PERIOD: January 1, 1977 - December 31, 1977

OBJECTIVES

The major goals of the project are as follows: (1) improve and expand upon Illinois curriculum services and capabilities through the East Central Curriculum Management Center (ECCMC); (2) disseminate curriculum information and available materials among the 12 states of Delaware, District of Columbia, Illinois, Indiana, Ohio, Maryland, Michigan, Minnesota, Pennsylvania, Virginia, West Virginia, and Wisconsin for the purpose of sharing information and plans regarding curriculum materials and needs in order to reduce duplication of effort; (3) establish and maintain a system for determining and reporting curriculum needs in vocational and technical education; (4) coordinate curriculum development activities among the States in order to minimize the duplication of effort; (5) establish and maintain an evaluation system for all curriculum coordination, and (6) serve as an active and functional member of the NNCCVTE and its council of curriculum center directors.

PROCEDURES

1. Operate a loan library of curriculum resource materials for the State of Illinois and for the other 11 states in the region.
2. Disseminate curriculum materials received from the other Centers to the eleven States in the region and compile the curriculum under development profile for the East Central Region for all States to use in planning curriculum priorities to eliminate unnecessary duplication.
3. Develop and administer the curriculum needs assessment form to the State liaison representatives in the East Central Region and report this information to the U.S. Office of Education.
4. Initiate an independent third party evaluation of the services of the Center to use in improving curriculum coordination.
5. Have director of the ECCMC act as the representative from the East Central Region on the National Director's Council.

EXPECTED CONTRIBUTION TO EDUCATION

The expected contribution to the educational public will be the elimination of unnecessary duplication of curriculum development efforts and the sharing of information on curriculum being developed and completed curriculums.

APPLICATION NUMBER: 496AH70007 GRANT NUMBER: G007700005

PROJECT TITLE: Southeast Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
James F. Shill, Director
Mississippi State University
Research and Curriculum Unit for
Vocational Education
Drawer DX
Mississippi State, Mississippi 39762 (601) 325-2510

FUNDING PERIOD: January 1, 1977 - December 31, 1977

OBJECTIVES

The primary purpose of the project is to provide leadership for coordination of activities in the planning, development, and diffusion of vocational curriculum for new and changing occupations and for coordination of improvements in and dissemination of existing curriculum materials in the states of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. The primary objective is to expand the interactional activities among these states and to articulate their curriculum needs and problems at the national level through the National Network for Curriculum Coordination in Vocational Education.

PROCEDURES

Procedures include: (1) assessment of curriculum development needs and current activities in the region; (2) assessment of priority areas for future curriculum development; (3) assessment of current curriculum formats, validation strategies, and field testing strategies in the region; (4) implementation of a regional curriculum coordinating council; (5) interaction between government agencies developing curriculum materials on the regional and national network; (6) establishment of a curriculum review panel, and (7) conduct of training activities for curriculum development personnel.

EXPECTED CONTRIBUTION TO EDUCATION

This project will impact on national, State, and local levels by (1) improving curriculum services and capabilities; (2) reducing duplication of effort; (3) providing plans for cooperation in development, testing, evaluation, dissemination, reproduction, and implementation of curriculum materials; (4) stimulating cooperative relationships at State and local levels; (5) establishing and maintaining a system for determining curriculum needs; (6) providing avenues for sharing information and materials, and (7) maintaining channels of communication and coordination of activities at the State, regional, and national levels.

APPLICATION NUMBER: 496AH70010 GRANT NUMBER: G007601801

PROJECT TITLE: Northeast Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Joseph Kelly, Director
New Jersey Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625 (609) 292-6562

FUNDING PERIOD: April 1, 1976 - December 31, 1977

OBJECTIVES

1. Develop a system for the identification and distribution of curriculum materials acquired from all sources on a regular basis.
2. Develop recommended strategies for enhancing the transportability of curriculum products developed in the participating states.
3. Implement the strategies for enhancing the transportability of curriculum products developed in the participating states.
4. Review existing curriculum coordination services.

PROCEDURES

1. Information on materials will be disseminated to educators identified by the state representatives.
2. The literature will be reviewed.
3. Guidelines will be approved and published.
4. Dissemination strategies will be developed and approved.
5. Educators identified by the state representatives will receive transportability guidelines.
6. Publication of Network Newsletter.
7. Review of network involvement with AIM/ARM.
8. Review of network liaison with NNCCVTE newsletter.
9. Planning of quarterly meetings.

EXPECTED CONTRIBUTION TO EDUCATION

1. Improve curriculum services and capabilities.
2. Share information and plans regarding curriculum materials and needs in order to reduce duplication of efforts.
3. Plan for cooperation in development, testing, evaluation, dissemination, reproduction, and implementation of materials.
4. Develop and maintain intra-state liaison activities that will stimulate cooperative relationships at State and local levels.
5. Share information regarding materials and studies available under development.
6. Provide curriculum services which will encourage the adoption, demonstration, and adaption of effective curricula and curriculum development practices in vocational and technical education in conjunction with business and labor.

APPLICATION NUMBER: 496AH70011 **GRANT NUMBER:** G007601903

PROJECT TITLE: Midwest Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Robert Patton, Director
Oklahoma State Department of
Vocational and Technical Education
1515 West 6th Avenue
Stillwater, Oklahoma 74074 (405) 377-2000 ext. 252

FUNDING PERIOD: April 15, 1976 - December 31, 1977

OBJECTIVES

1. Coordinate curriculum activities of the Midwest Curriculum Network during the period of the grant. The network serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.
2. Provide curriculum information and materials to each participating State, other federally funded centers, Regions VI and VII, USOE, and the curriculum branch of USOE.
3. Provide the means for each State in the region to apply the systems approach in development and use of curriculum materials.
4. Develop standards for curriculum development in order to increase transportability of curriculum materials and to avoid duplication of efforts.

PROCEDURES

1. Collect abstracts of curriculum products under development within region and provide to AIM/ARM.
2. Compile and disseminate a profile of curriculum projects under development and identified needs within states.
3. Collect impact information about coordination efforts and report to U.S. Office of Education.
4. Provide consultant services to States for diffusion and development training.
5. Promote continual cooperation with business, industry, and other agencies.
6. Disseminate newly developed curriculum material intra- and inter-regionally.
7. Assess formats, validation strategies, and field testing methodology.

EXPECTED CONTRIBUTION TO EDUCATION

The end products of this project are improved curriculum capability and services at the state levels of each state within region, minimized duplication of curriculum development activities, and improved curriculum management resources available to both state and national decision-makers.

APPLICATION NUMBER: 496AH70009 GRANT NUMBER: G007601901

PROJECT TITLE: Northwest Curriculum Coordination Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
William Daniels, Director
Commission for Vocational Education
222 Airdustrial Park
Building 17
Olympia, Washington 98504 (206) 753-0879

FUNDING PERIOD: April 15, 1976 - December 31, 1977

OBJECTIVES

1. Disseminate and diffuse the WSU-AIR VECS materials within the Northwest Network, consisting of Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.
2. Survey these 10 states to identify: (1) curriculum needs; (2) curriculum under development, and (3) curriculum planned.
3. Initiate and sponsor a workshop in one or more of its 10-member states for continued implementation of the format for uniform curriculum development. To conduct three regional meetings of the 10-state advisory committee, one to be held concurrently with the other regions.
4. Disseminate the results of the review and analysis of the intra-state network and its member states in implementing the recommendations for improvement of intra-state networks.
5. Identify or design two workable strategies for delivering vocational services to small/rural/isolated schools within the consortium states.

PROCEDURES

1. Assess curriculum development needs and current activities in the northwest region.
2. Implement a regional advisory committee.
3. Conduct training activities for SLRs.
4. Publish and disseminate Center Catalog.
5. Develop a uniform curriculum development format.
6. Collect impact information to be reported to the U.S. Office of Education.
7. Disseminate curriculum materials and information to the Northwest Region and the National Network.
8. Provide consultant services to states for diffusion and development training.

EXPECTED CONTRIBUTION TO EDUCATION

The expected contribution to education includes (1) minimizing duplication in curriculum development activities; (2) facilitating adoption, adaptation, and installation of improvements in practices and materials at State and local levels, and (3) strengthening cooperative relationships in communications, dissemination/diffusion and planning for efficient management of curriculum resources.

PURCHASE ORDER NUMBER: P00770225

PROJECT TITLE: Diffusion & Dissemination of the Public Service Occupational Film Series & Participation in Workshops

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Lawrence Zane
University of Hawaii
College of Education
2444 Dole Street
Honolulu, Hawaii 96822 (808) 948-7834

FUNDING PERIOD: February 28, 1977 - OPEN

Special activities are required by the Center for the promotion and effective utilization of the Public Service occupational film series and workbooks. These include: (1) participation in an orientation conference; (2) preparation and circulation of promotional materials to create awareness and implement utilization of the film series and workbooks; (3) providing the following services: having a coordinator implement film inquiries, maintaining records, etc.; planning visits to States within the geographical region to promote and effect film series utilization; arrange for linkage with State audio-visual centers and coordination with State liaison representatives for effecting film presentation and proper utilization; disseminating promotional materials and publicity; circulating, scheduling, handling and mailing films/workbooks; inspecting, cleaning, repairing, and handling the film losses; effecting contingency planning for coordinating film activities; (4) providing the U.S. Office of Education with a utilization/evaluation report by June 30, 1977, and (5) setting priorities and establishing realistic time goals for attaining the aforementioned objectives.

APPLICATION NUMBER: 496AH70019 CONTRACT NUMBER: 300770340

PROJECT TITLE: Develop and Field Test Teaching/Learning Modules in Quality Assurance/Quality Control Technician (Nuclear Plant) Curriculum

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Chester F. Kupiec, Director
General Physics Corporation
1000 Century Plaza
Columbia, Maryland 21044

FUNDING PERIOD: August 16, 1977 - March 16, 1979

OBJECTIVES

The objectives are threefold:

1. Conduct a summative field test of seven courses and their modules in the Nuclear Quality Assurance/Quality Control Technician curriculum for the purpose of gaining information to improve the courses and their modules; to determine the extent to which students achieve the objectives of the courses and the modules, and to revise the courses and modules based on the field test results.
2. Develop the teaching/learning modules for seven technical specialty courses remaining in the Quality Assurance/Quality Control Technician curriculum.
3. Familiarize educational institution, industry, and related personnel with the Nuclear Quality Assurance/Quality Control and the Nuclear Reactor Operation (Trainee) curricula.

PROCEDURES

1. Prepare the field test plan.
2. Confirm participating institutes.
3. Conduct field test and collect data.
4. Analyze data and report results.
5. Revise courses based on field test results.
6. Prepare seven courses.
7. Prepare promotional brochure.

EXPECTED CONTRIBUTION TO EDUCATION

The end products of the project will include 13 courses for use by post-secondary schools and nuclear industries in a 2-year curriculum for nuclear quality assurance/quality control technicians. Also, a promotional brochure will provide a means of promoting curriculum materials including their use in related curricula for nuclear plant operations, radiation technology, nuclear materials processing technology, and nuclear instrumentation and control technology. These course materials will enable public educational institutions to share with industry in preparing nuclear quality assurance/quality control technicians to meet the industry needs.

APPLICATION NUMBER: 496AH70017 CONTRACT NUMBER: 300770330

PROJECT TITLE: Field Test and Diffusion of Entrepreneurship Instructional Materials

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Kristina Engstrom, Director
Contract Research Corporation
25 Flanders Road
Belmont, Massachusetts 02178

FUNDING PERIOD: August 26, 1977 - February 26, 1979

OBJECTIVES

The purpose of this project is to: (1) determine the effectiveness of previously developed curricula, secondary and postsecondary, in the skills of small business ownership/management; (2) improve the instructional materials based on a preliminary review and a field test, and (3) disseminate the revised curricular to secondary and postsecondary institutions offering programs which prepare students for small business ownership and management.

PROCEDURES

1. Conducting a preliminary review of the existing curricula by owners/managers of small businesses, representatives of the Small Business Administration, and business educators as potential consumers.
2. Revising content and format of curricula prior to field testing.
3. Conducting a field test in an inner city and a rural or suburban setting for each curricula.
4. Revising the content and format of the curricula based on field test findings.
5. Producing 250 copies of the revised instructional materials.
6. Compile a list of institutions intending to offer courses in entrepreneurship who have declared an interest in using the revised curricula; disseminating the curricula to 25 potential users and to regional and state curricula coordination centers.
7. Preparing a brochure describing the curricula and sources of purchasing the materials for dissemination.

EXPECTED CONTRIBUTION TO EDUCATION

This project will make available potentially valuable materials as a resource for students and teachers in varying kinds of institutions which offer programs in small business management and ownership.

PURCHASE ORDER NUMBER: P00770604

PROJECT TITLE: Curriculum Coordination and Dissemination Mini Conference

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Joseph Kelly, Director
Northeast Curriculum Coordination Center
Bureau of Occupational and Career Research
Development
225 West State Street
Trenton, New Jersey 08625 (609) 292-6562

FUNDING PERIOD: September 27, 1977 - February 28, 1978

OBJECTIVES

Purpose of the mini-conference is to identify needed improvements in activities and relationships of the Curriculum Coordination Centers, State liaison representatives and programs of national significance as described in P.L. 94-482.

PROCEDURES

The project director will consult with the president of the National Association of State Directors of Vocational and Technical Education and members of the Council of the National Network for Curriculum Coordination in Vocational and Technical Education, select 12 invitees, and prepare for the mini-conference. The council for the NNCCVTE may be represented by no more than two curriculum center directors. No stipends will be paid to any invitee.

EXPECTED CONTRIBUTION TO EDUCATION

The expected contribution to education includes: (1) minimizing duplication in curriculum development activities; (2) facilitating adoption, adaptation, and installation of improvements in practices and materials at State and local levels, and (3) strengthening cooperative relationships in communications, dissemination/diffusion, and planning for efficient management of curriculum resources.

CONTRACT NUMBER: 300770329

PROJECT TITLE: Trial Implementation of a Model System to Provide Military Curriculum Materials for Use in Vocational and Technical Education

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Wesley E. Budke, Specialist
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

The purpose of the project is to conduct a trial implementation of a system which will provide military-developed curriculum materials to civilian vocational and technical educators. This pilot test will take place in Alaska, Idaho, Oregon, and Washington and will assist the National Center for Research in Vocational Education to begin operation nationally. Specific objectives are:

1. To determine the feasibility of the system
2. To determine user issues, system effectiveness, cost efficiency, and needed system modifications
3. To determine the nature and extent of conversion needed in the military-developed curriculum materials and identify those materials which should be given priority for conversion

PROCEDURES

Curriculum materials and services will be provided from The Center for Vocational Education, in cooperation with existing communication networks and agencies. Directors of vocational education, state supervisors of vocational education, curriculum liaison representatives, research coordinating units, the Northwestern Vocational Curriculum Management Center, intermediate school districts, community and junior colleges, and technical institutes will help distribute the catalog of course descriptions, stimulate general awareness and interest in military-developed technical training materials, and assist in collecting assessment data on the system and the materials.

EXPECTED CONTRIBUTION TO EDUCATION

Resulting from this project will be a catalog of descriptions of military-developed technical training materials and a final report. Implementation of a national system will increase civilian vocational teachers' awareness of such materials and their accessibility.

APPLICATION NUMBER: 496AH70018 CONTRACT NUMBER: 300770391

PROJECT TITLE:	Design for Development of Bilingual Vocational and Technical Curricula
PRINCIPAL INVESTIGATOR AND ORGANIZATION:	Robert Maston Development Associates, Inc. 2924 Columbia Pike Arlington, Virginia 22204
FUNDING PERIOD:	September 15, 1977 - September 14, 1978

OBJECTIVES

The aim of the project is to alleviate the critical shortage of support materials needed for postsecondary, bilingual vocational training by providing the Office of Education, State, and local educational agencies with a guide which will detail what needs to be produced, and a basic curriculum model which will provide the non-expert with guidance as to how to prepare, develop, or adapt instructional materials for bilingual vocational learning programs.

PROCEDURES

1. Prepare a bibliography of existing bilingual vocational technical training materials.
2. Survey, by questionnaire, administrators, instructors, and former trainees to determine successful practices, continuing needs, and concerns related to the organization of training programs and bilingual vocational materials used and developed by them.
3. Prepare, print, and disseminate 200 copies of the guide.
4. Field test the adequacy of the model at two Part J sites.
5. Revise, print, and disseminate 500 copies of the model.

EXPECTED CONTRIBUTION TO EDUCATION

The use of the guide will facilitate future program planning by the U.S. Office of Education and by State and local educational agencies by (1) providing insights about the number of languages; (2) noting languages in which occupations materials need to be produced, and (3) suggesting the criteria for such materials. The dissemination of the model to a broad spectrum of publishers, textbook writers, and instructors working in bilingual vocational programs should result in an increase in the amount and quality of materials suitable for use in English and another language in critical occupational areas in training programs and institutions. Proper long-term use of the guide and model over the next five years will help meet the needs of countless thousands who, limited in their use of English, cannot obtain adequate employment.

PART J:

BILINGUAL VOCATIONAL TRAINING

APPLICATION NUMBER: 558AH70132 GRANT NUMBER: G007701982

PROJECT TITLE: A Bilingual Vocational and Technical Intensive-Study Training Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Nicholas Haiducek, Program Director
Vocational Education
Kuskokwim Community College
P.O. Box 368
Bethel, Alaska 99559 (907) 543-2621

FUNDING PERIOD: August 15, 1977 - August 14, 1978

OBJECTIVES

The purpose of the program, a continuation of an ongoing project, is to offer short-term, intensive, bilingual vocational training to Alaskan Natives living in the region served by the college who are unable to benefit from existing programs because of their lack of basic education, limited English skills, and inability to leave their villages. Specific objectives are to enable the trainees to (1) compete successfully for local jobs, (2) seek further education, and (3) make better use of modern technology for maintaining a subsistence lifestyle.

PROCEDURES

With the assistance of three bilingual technical experts, courses in welding, house framing, home heating, electricity, and small engine repair will be offered in five separate villages. Course offerings will be geared to the seasonal activities taking place in those villages at the time offered. Each course will be competency-based and designed for 80 hours of instruction during a two-week period. Evaluation will be conducted on two levels: (1) evaluation of each course as determined by the performance of the trainees and (2) evaluation of the effectiveness of the entire program. An outside evaluator will design an evaluation instrument, and make onsite visits. A followup survey of participants will also be conducted. Yupiktak Bista, the nonprofit arm of the Regional Native Corporation, Calista, will serve as co-sponsor in this effort and will provide the recruitment service necessary.

EXPECTED CONTRIBUTION TO EDUCATION

It is anticipated that instruction will be provided to between 50 and 200 people during the academic year, and that this exposure will encourage some of them to seek further education and/or qualify for immediate employment as local job opportunities increase.

APPLICATION NUMBER: 558AH70053 GRANT NUMBER: G007702145

PROJECT TITLE: Project SALUD: Spanish Asian Linguistically Underemployed, Development

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Norma Zoffman, Director
Foothill-De Anza Community College District
De Anza College Bilingual Center
12345 El Monte Road
Los Altos Hills, California 94022

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

1. Inform the Spanish and Chinese speaking persons in the De Anza College service area of the opportunity available through education to increase competency in English to a degree sufficient to be employed as a medical clerk typist.
2. Select 50 persons from this target group whose inadequate English competency is still sufficient to help them benefit from the intensive instruction in English language and medical office clerical skills.
3. Provide a minimum of 25 Chinese speaking and 25 Spanish speaking unemployed/underemployed residents with a vocational Bilingual Medical Clerical Training Program to provide high quality, vocational instruction and counseling to enable at least 80 percent of the students to acquire and demonstrate sufficient competence in English and medical office clerical skills to qualify for employment as medical clerk typists.

PROCEDURES

1. Enroll 50 participants in a Bilingual Clerical Training Project.
2. Provide a 12-month program of course work to participants which will enable future bilingual medical clerks with competence in Spanish and Chinese to acquire the necessary English and medical office skills and to acquire the necessary competency in medical terminology to satisfy the standard medical office requirements for employment by the end of the 12-month project.
3. Place 50 percent of the students in on-the-job training in local medical facilities by the end of the third academic quarter to further enhance their employability.
4. Place and employ 80 percent of the students in medical centers as bilingual medical clerks by end of the fourth academic quarter.

EXPECTED CONTRIBUTION TO EDUCATION

Benefits will be affective growth of students, progressive cognitive education of students, and a documented model of instruction for Bilingual Vocational Programs.

APPLICATION NUMBER: 558AH70097 GRANT NUMBER: G007702223

PROJECT TITLE: Chinese ESL/Machinist Vocational Training Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Henry H. T. Liu, Director
San Francisco Community College Skills Center
1311 Sutter Street
San Francisco, California 94109 (415) 441-1176

FUNDING PERIOD: July 1, 1977 - May 31, 1978

OBJECTIVES

The objectives of this continued project are to:

1. Train students in the essential vocational skills in order for them to compete for entry level jobs as metal workers: specifically machine operation, welding and sheet metal production.
2. Equip students with the communication skills, both oral and written, in order for them to successfully function on the job.
3. Utilize the previous trade skills and experience of students as a basis for increasing English proficiency and job skills.

PROCEDURES

The program will be a 44-week training cluster in three related metal trade areas, with 4 hours/week of language and theory training in the classroom, and 6 hours/week of language reinforcement and hands-on skills training in the shops for 95 students. Variable rates of competency acquisition and cross-training is designed to allow for maximum flexibility. Classroom training will include trade theory and language building. Role-playing, video-tape feedback, and other interactional techniques will be emphasized.

EXPECTED CONTRIBUTION TO EDUCATION

As a result of the program, the trainees will have developed sufficient English proficiency and vocational skills to compete successfully in the job market.

APPLICATION NUMBER: 558AH70144 GRANT NUMBER: G007701983

PROJECT TITLE: Bilingual Vocational Training Dental Worker Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Fredric Weissman
Continuing Education in Health Sciences-Dentistry
University Extension
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024 (213) 825-7291

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The project will continue and further develop an ongoing bilingual vocational training program to assist low-income language-disadvantaged persons in the Central City Los Angeles area to acquire the manual and academic skills necessary to work as dental paraprofessionals. Specific objectives are to: (1) provide 1,092 hours of bilingual training to 50 persons; (2) extend dental health care delivery systems and services to a greater number of persons of limited or no English-speaking ability through utilization of bilingual paraprofessionals who are capable of performing expanded functions; (3) provide high-quality vocational training having long-term career opportunities and immediate gainful employment; and (4) provide a model for other similar programs.

PROCEDURES

Recruitment procedures involve contacts with public service agencies and community dentists. The 1-year program is divided into three modules of 12 weeks each, 30 hours per week. In addition to lectures and laboratory and clinical training in dental practices and procedures, the curriculum includes courses in English, psychology, and speech. Emphasis will be placed on performance in an actual clinical setting, and ESL instruction will be offered for program participants in two types of courses: a 2-week session on general English, and a 12-week course on vocational English as related to dentistry. Community agencies, practicing dentists, the Los Angeles County Dental Society, and the Advisory Board will assist in job placement of graduates, and followup surveys will be conducted to determine the effectiveness of the program.

EXPECTED CONTRIBUTION TO EDUCATION

1. Fifty formerly unemployed persons will be trained for long-term employment.
2. The demand of community dentists for bilingual assistants will be partially met.
3. Extended health services will be available to the community.
4. The program model and materials developed may assist in the implementation of similar programs.

APPLICATION NUMBER: 558AH70151 GRANT NUMBER: G007702499

PROJECT TITLE: Comprehensive Occupational Bilingual Training Program for Citizens of Limited English Speaking Ability to Work as Subprofessionals in the Fields of Accounting, Banking and Finance

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Ines Sheller
Miami-Dade Community College, Downtown Campus
300 Northeast Second Avenue
Miami, Florida 33132

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The purpose of this project is to identify and engage 100 unemployed or underemployed Hispanic citizens of limited English-speaking ability in a comprehensive bilingual occupational training program and prepare them to work as subprofessionals in the fields of accounting, banking, and finance.

PROCEDURES

The program will be conducted at an outreach training facility located in an area with high concentration of individuals from the identified target group. Student recruitment will be handled primarily by way of bilingual media-advertisement and coordination with various community agencies already working with the target population. Pre-admission counseling will be the responsibility of the coordinator of training support services and two occupational counselors. Special effort will be undertaken to contact high school graduates. Occupational interest tests and occupational aptitude tests will be available in the program, which will aim at enrolling trainees in midmanagement to work as subprofessionals in the fields of accounting, finance, and banking. A bilingual/bicultural approach to occupational training will be used to (1) increase trainee achievement in major content area; (2) increase proficiency in the native and second language; and (3) develop positive self concepts. The major aspects of the curriculum design are subject content, language proficiency, and instructional support.

EXPECTED CONTRIBUTION TO EDUCATION

1. Increased employment and/or educational mobility for graduates.
2. Improved services to Miami's Spanish-speaking population.
3. The development of bilingual instructional approaches to occupational training for use by other institutions.

APPLICATION NUMBER: 558AH70155 GRANT NUMBER: G007702501

PROJECT TITLE: Proyecto Plasticos--Bilingual Training Program for Plastics Entry Level Positions

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Juan Cruz, Director
Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60120

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The primary objective is to identify, recruit, assess, train, and place 60 unemployed or underemployed Spanish-speaking residents in entry-level positions in the plastics industry in the Chicago area.

PROCEDURE

Instruction will be provided in English as a second language, plastics skill training, and acculturation. A variety of supportive services will be provided. All skill instruction will be in Spanish and a variety of instructional techniques will be used. Two training cycles having 30 participants each will meet for 400 hours over a period of 10 weeks. Staff development and project evaluation will be conducted. The language laboratory at the college will be used for reinforcement and self-directed learning. Teaching methods such as situational reinforcement, the direct method, and role playing will be emphasized.

EXPECTED CONTRIBUTION TO EDUCATION

1. Placing 50 trained Spanish-speaking persons in plastics industries, thus reducing unemployment in the Elgin-Aurora, Illinois, area.
2. Creating industrial and college awareness of the need for bilingual vocational training.
3. Assisting industry in meeting its affirmative action goals.
4. Increasing adjustment of Spanish-speaking residents to Anglo society.

APPLICATION NUMBER: 558AH70011 GRANT NUMBER: G007701485

PROJECT TITLE: A Practical Program of Bilingual Vocational Training in the Culinary Arts for Limited English Speakers

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Florent Hardy
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The purpose of the program is to provide a school of practical culinary arts for the Spanish-speaking community in New Orleans.

PROCEDURES

The Hispanic Organization of Louisiana will make initial project announcement, screen, and select four groups of 12 participants who will be the project's target population. An extensive orientation period will be held in English as a second language and basic food preparation. Area restaurants will take part in an internship program and students will receive a training allowance from project funds. Followup training will take place after the internships. Following a second internship and followup experience, a 7-month period of part-time employment and advanced training will begin. The 48 students will be divided into four groups and will alternate their work and training program.

EXPECTED CONTRIBUTION TO EDUCATION

As a result of the program, the 48 participants will have completed the full training course of the state-approved restaurant school and will be offered fulltime employment by 12 participating restaurants. The program will be a model which can be replicated in other areas of the country.

APPLICATION NUMBER: 558AH70103 GRANT NUMBER: G007702064

PROJECT TITLE: Bilingual-Bicultural Human Services Training Consortium

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Michael F. Beaudoin, Director
Bangor Community College of the University of Maine at Orono
Bangor, Maine 04401 (207) 947-6521

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

This continuation of a project seeks to:

1. Expand the scope of the current bilingual certificate program in gerontology.
2. Expand the geographic area served by the current project to include the Augusta-Waterville region.
3. Provide bilingual vocational preparation to an additional 100 unemployed and underemployed Franco-American adults.
4. Encourage an ongoing consortium among the University of Maine system and cooperating community agencies.

PROCEDURES

The curriculum for the certificate program (1) integrates academic coursework and sponsored field experiences; (2) integrates French and English as appropriate; (3) consists of 21 academic hours, with flexibility for part-time students; (4) recognizes the bilingual/bicultural needs and the life experiences of the older student; and (5) provides skills and a credential for immediate employment as well as transferability to 2-year programs within the University.

EXPECTED CONTRIBUTION TO EDUCATION

1. Additional trained bilingual workers will be available for employment in a wide range of human service-related occupations.
2. Program graduates will have access to entry-level human service positions or to further educational preparation and credentialling.
3. Increased institutional cost sharing at five participating campuses will serve as a cost-effective model for institutionalizing programs within the university system.
4. Improved educational access and supportive learning environments for new student programs will be encouraged for Franco-Americans and others not traditionally served.

APPLICATION NUMBER: 558AH70147 GRANT NUMBER: G007702413

PROJECT TITLE: Ramah Navajo Bilingual Vocational Training Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Jeffrey G. Kiely
Ramah Navajo School Board, Inc.
Adult Education Program
P.O. Box 248
Ramah, New Mexico 87321

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

1. Establish full-time bilingual vocational training components in allied health occupations, office, and construction occupations.
2. Establish part-time bilingual vocational training components in graphic arts, computer operations, and vocational agriculture.
3. Produce a complete labor market analysis and delineation of job entry skills for the vocational areas of the energy industries and auto mechanics; initiate the design of bilingual vocational training components for those areas; and identify new vocational areas requiring analysis.
4. Enroll at least 75 Ramah Navajo adults in courses offered in the program.

PROCEDURES

A training program will be designed and significant vocational learning needs of Navajo students identified. The training program will be implemented and trainees enrolled in Bureau of Indian Affairs (BIA) Career Development Center and in ABE or GED programs. Inservice training in bilingual instructional methodologies will be conducted. Students will be placed in coordination with employment assistance and prepared employment prognosis. Post-training level of functional competency will be assessed. Program progress will be analyzed and refined progressively. There will be five full-time and three part-time staff members. The Ramah Navajo Agency of the BIA will provide counseling and guidance to potential clients and refer those needing bilingual vocational training to the project. The agency will cooperate in a work-study program and attempt to communicate their future employment needs to the project.

EXPECTED CONTRIBUTION TO EDUCATION

Assistance and guidance will be provided to serve the needs of the Ramah Navajo adult population by means of a full-time, bilingual vocational training program. The program's results should also contribute to the economic growth of the area.

APPLICATION NUMBER: 558AH70028 **GRANT NUMBER:** G007701374

PROJECT TITLE: Chinese English Bilingual Para-professional Training Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Po S. Yuen, Executive Director
Chinatown Manpower Project Inc.
46 Henry Street
New York, New York 10002

FUNDING PERIOD: September 1, 1977 - August 31, 1978

OBJECTIVES

The objective of this continuing program is to provide Chinese immigrants with intensive skill training, as well as English and bicultural training, so that they can properly adjust to their new environment, obtain jobs, and become productive and respected citizens of their adopted country.

PROCEDURES

Skills to be taught are in the areas of law and accounting. The training program is divided into two cycles per year, each lasting 24 weeks and serving 36 trainees. ESL instruction is designed to improve the students' overall English ability and provide job-related vocabulary and business English. The bicultural course, Comparative Studies in Chinese and American Cultures and People, is offered for 2 hours each week. Group counseling and job placement services are included in the program.

EXPECTED CONTRIBUTION TO EDUCATION

As a result of this program, trainees will have a better understanding of American business and social systems, and will have acquired skills to assist them in becoming self-supporting and contributing citizens.

APPLICATION NUMBER: 558AH70051 GRANT NUMBER: G007701984

PROJECT TITLE: Bilingual Vocational Training Program to Train Chinese Chefs

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

F. Richard Hsu
School of Chinese Studies
China Institute in America
125 East 65th Street
New York, New York 10021 (212) 744-8181

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The purpose of this continued program is to provide professional culinary skills to Chinese Americans having limited English-speaking ability who are presently unemployed or underemployed. Objectives are to train these individuals to become head chefs and enable them to seek employment anywhere in the United States without being restricted to the various Chinatowns of major cities.

PROCEDURES

The program will enroll 100 trainees in each of three overlapping training periods of 24 weeks, with 40 hours in each week for a total of 960 hours. The first 10 weeks will be spent in ESL instruction and study in restaurant management, cooking, kitchen practice, and related subjects. Incorporated into the ESL program is a special emphasis on culinary technology and kitchen situations. The next 14 weeks will be field practice at cooperating Chinese restaurants in the New York area. Intensive placement counseling is provided for students as they complete the program. Inservice training for Institute staff will focus on recent developments in bilingual and vocational education at a summer week-long workshop. The program will be evaluated by the following criteria: efficiency, quality, outreach, and placement results.

EXPECTED CONTRIBUTION TO EDUCATION

Over 95 percent of first-year graduates have secured employment as cooks or chefs in both Chinese and American restaurants located all over the country. As a result of this year's program, 100 trainees will acquire skills and English-speaking ability to become productive workers. An innovative ESL text combining survival English and restaurant terminology, along with the program model, will be available for use by other institutions.

APPLICATION NUMBER: 558AH70057 **GRANT NUMBER:** G007702146

PROJECT TITLE: Bilingual Training in Preparing Graphics for Reproduction

PRINCIPAL INVESTIGATOR AND ORGANIZATION:

Lenore Parker
The American Council for Emigres in the Professions
Bilingual Vocational Training
345 East 46th Street
New York, New York 10017 (212) 687-0520

FUNDING PERIOD: October 1, 1977 - September 30, 1978

OBJECTIVES

The purpose of this program is to assist recent Russian refugees to become economically self-supporting. Specific objectives are to:

1. Provide training in the entry-level skills of layout and mechanical preparation required for employment as subprofessionals in the field of commercial graphic art design for those who have an art-related background.
2. Instruct this group in intensive English-language training especially designed for their future vocational work needs.
3. Provide supportive services in personal and career counseling and job placement.
4. Develop curriculum and products adaptable for similar training programs.

PROCEDURES

The program will be implemented in conjunction with The Foundation for Urban Cultural Development, Inc. A bilingual/bicultural (Russian/English) staff of ESL instructors, vocational skills trainers, and counselors will be recruited and given 20 hours of inservice training. The project will provide 75 hours of bilingual training in preparing graphics for reproduction in a course meeting weekly for 25 weeks. One hundred hours of job-specific ESL instruction will also be provided. The final three weeks of training will incorporate an internship component utilizing work assignments generated from cooperating organizations. The project will supply necessary counseling and placement services. A testing program and both formative and summative evaluation will be conducted.

EXPECTED CONTRIBUTION TO EDUCATION

Forty-six refugees will have individualized portfolios that objectify their accomplishments and will be able to compete for jobs in the graphic arts field. The following products will be available for dissemination: (1) a bilingual curriculum in preparing graphics for reproduction with both an ESL and skills instruction component; (2) the first bilingual Russian/English *Graphic Design Lexicon*; and (3) the first bilingual *Basic Skills Outline in Preparing Graphics for Printing.*

APPLICATION NUMBER: 558AH70060 GRANT NUMBER: G007702037

PROJECT TITLE: Bilingual Vocational Training

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Daniel A. Domenech, Director
Board of Cooperative Educational Services of Nassau County
Salisbury Center, Valentines Road and Plain Road
Westbury, New York 11590

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

1. Provide a system of bilingual vocational training that will improve and enhance the employment potential of 60 individuals with limited English speaking ability in employment areas suited to their needs, interests, and abilities.
2. Provide direct bilingual vocational experiences for persons with limited English speaking using bilingual vocational teachers working in teams.

PROCEDURES

Bilingual vocational training will be offered in nine areas: auto body repair, automotive mechanics; diesel engine mechanics; welding; electronics; refrigeration and air conditioning; major appliance repair; building maintenance; and industrial machine repair. Each course will be offered for 24 weeks for a total of 120 days. An important program component is the ESL, which will proceed concurrently with the skill training. The ESL program will be divided into three major instructional areas: basic, intermediate, and supportive of occupational programs.

EXPECTED CONTRIBUTION TO EDUCATION

Opportunities for occupational choice will not be limited to just this particular project population, but will be available to others in the regular occupational program as well. Participants will have gained functional bilingual education directly relating to job skills leading to employment.

APPLICATION NUMBER: 558AH70067 GRANT NUMBER: G007701373

PROJECT TITLE: Bilingual Training in Housing Maintenance and Repair Skills

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Rafael Diaz
Bronx Community College
University and West 181st Street
Bronx, New York 10453

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

This continuation of a project will:

1. Equip currently employed or provide inservice education to 100 Spanish-speaking trainees with the housing maintenance and repair skills requisite to job mobility.
2. Impart to the unemployed or preservice Spanish-speaking trainees the skills needed to secure employment as handymen, maintenance men, or superintendents.
3. Heighten the occupational and educational potential of trainees through the recruitment and hiring of one bilingual job developer/counselor who will actively work with employers and trainers on behalf of trainees.
4. Encourage program replication through the dissemination of locally developed curriculum materials.

PROCEDURES

Six courses in maintenance and repair skills will be conducted within communities with large concentrations of the target populations, as well as at the college's facilities. The course will focus on skills needed by handymen, maintenance men, and superintendents in the maintenance and repair of multiple dwelling buildings. Topical areas include general scope of repair work; blueprint reading and cost estimation; window repair, plaster, sheetrock, plumbing skills, burner and boiler maintenance, electrical repair and maintenance; and sanitation and pest control. Recruitment screening will be via oral interviews. Each course will include 96 hours of skills instruction and 48 hours of ESL instruction.

EXPECTED CONTRIBUTION TO EDUCATION

Inservice and preservice housing personnel will acquire the skills needed to advance in their present positions or better qualify for upcoming positions in community housing programs and building maintenance operation.

APPLICATION NUMBER: 558AH70093 GRANT NUMBER: G007702357

PROJECT TITLE: New Directions in Vocational Education for Hispanic Americans

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Hilda H. Smith
Vocational Education & Extension Board of Nassau County
200 Stonehenge Lane
Carle Place, New York 11514

FUNDING PERIOD: July 1, 1977 - July 30, 1980

OBJECTIVES

The purpose of this continued program is to provide bilingual vocational training in the occupations of health assistant and auto mechanics, along with related ESL instruction and supportive services, for Hispanic Americans. Specific objectives are to: (1) train 20 persons in the area of health assistant; (2) train 16 persons in the area of auto mechanics; (3) recruit and select persons who will be able to profit from this type of training; (4) provide job placement services for graduates; and (5) provide ESL training and counseling services.

PROCEDURES

The trainees selected are out of school, lack marketable skills, have English skills below third grade level, and have obtained an education in their native country equivalent to a high school graduate. A battery of tests in Spanish will be administered to assess individual needs. The health assistant programs meets 4 hours a day, 5 days a week, for 24 weeks in the evening. Clinical experience is provided in local hospitals and medical centers. Training for entry-level employment in auto mechanics will be given 4 hours a day, 4 days a week, for 48 weeks. This course is modular in concept with clearly defined objectives and achievement levels for each module. A key element of the training program, ESL instruction, will be given an hour a day in each program and will focus on the learning of related vocational education materials. A bilingual counselor will assist trainees, and Nassau County's Coordinating Agency for Spanish Americans will develop job placement activities.

EXPECTED CONTRIBUTION TO EDUCATION

As a result of the program the trainees will have marketable vocational skills and sufficient mastery of the English language to compete successfully in the job market.

APPLICATION NUMBER: 558AH70095 GRANT NUMBER: G00/702291

PROJECT TITLE: Bilingual Vocational Training

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
J. R. Gililland, Superintendent
Canadian Valley Area Vo-Tech School, District #6
P.O. Box 579
El Reno, Oklahoma 73036

FUNDING PERIOD: July 1, 1977 - June 30, 1980

OBJECTIVES

The primary objective of this continued program is to provide an opportunity to broaden occupational aspirations and abilities for incarcerated individuals of Mexican American origin through the use of two bilingual vocational training programs. The secondary objective is to develop community-based support to assist the incarcerated individual of Mexican-American origin in obtaining meaningful employment upon release.

PROCEDURES

Separate programs in food service and auto mechanics will be offered. Each training period will average four months with an anticipated total daily enrollment of 25 students. Through the support of two bilingual academic and related trades instructors presently employed by the Federal Correctional Institution, the students should gradually overcome the language barrier as related to ESL and development of vocational skills needed for successful employment. The English and Spanish language are to be used interchangeably in the shop and classroom for the purpose of complementing each other. In this manner, the student can acquire a given amount of proficiency in the primary as well as secondary language.

EXPECTED CONTRIBUTION TO EDUCATION

Approximately 40 students will develop vocational competency enabling them to compete successfully in the job market with community-based support for job and socioeconomic assistance.

APPLICATION NUMBER: 558AH70109 GRANT NUMBER: G007702033

PROJECT TITLE: Bilingual Vocational Training Program of the Chinese Cultural and Community Center

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
T. T. Chang
Chinese Cultural and Community Center
Chinatown Building and Education Foundation
125 North 10th Street
Philadelphia, Pennsylvania 19107

FUNDING PERIOD: September 1, 1977 - October 31, 1978

OBJECTIVES

1. Provide vocational training in a bilingual framework to 39 persons who speak Chinese as a native language and whose English-speaking ability is limited.
2. Provide practical training settings through which students can receive on-the-job instruction and guidance.
3. Provide training in English as a second language.
4. Provide the students with bilingual instructional materials, job opportunities and placement counseling.

PROCEDURES

Students will be involved in a balanced program of academic training in the classroom, practical experience in the restaurant field and training specifically in the English language. The daily training schedule will include equal amounts of classroom and on-the-job training in English and Chinese, including 2 hours of training daily in English as a second language.

EXPECTED CONTRIBUTION TO EDUCATION

Program participants will be capable of entering the employment market at the level of kitchen assistant in a Chinese restaurant. If the student remains with the course for a longer period of time, the proficiency level will increase as will the opportunity for quicker advancement.

APPLICATION NUMBER: 558AH70075 GRANT NUMBER: G007701722

PROJECT TITLE: Postsecondary Bilingual Vocational Education Project

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Stephen Langley
Little Wound School Board, Inc.
Pine Ridge Reservation
Kyle, South Dakota

FUNDING PERIOD: August 1, 1977 - July 31, 1978

OBJECTIVES

1. Provide local participants with Indian role models who will serve as instructors.
2. Provide curriculum designed to prepare local people for employment in areas where a need exists around the general area of the reservation.
3. Provide skilled local people with a reason to remain or return to the community to assist others in assuming economic self-sufficiency.

PROCEDURES

Ten fulltime and 10 incentive trainees will be chosen by the Little Wound school board in order that they might become foremen in the construction of a new tribal headquarters and a new high school. Criteria will include need, stated lack of ability to speak English, willingness to work, and other factors to be determined at time of selection. A "block training" approach will be used in five study areas: (1) hand and machinery tools workshop; (2) basic concrete studies; (3) basic framing studies; (4) basic electrical studies; and (5) finish carpentry studies. Skilled Indian persons will serve as staff personnel and consultants. Kyle Village is the proposed project site since it is near the geographical center of the reservation, the second largest in the United States.

EXPECTED CONTRIBUTION TO EDUCATION

The program will benefit all members of the community, including children, parents, and business persons. Educational and employment opportunities for 600-800 people will be increased.

APPLICATION NUMBER: 558AH70008 GRANT NUMBER: G007701775

PROJECT TITLE: Bilingual Vocational Education for Institutionalized Mexican-American Patients Who are being Readied for Restoration to be Productive in Society

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
David Culclasure, Director
San Antonio State Hospital
Office of Educational Services
Box 23310, Highland Hills Station
San Antonio, Texas 78223 (512) 532-8811

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The overall objective is to promote the acquisition of vocational and literacy skills among the large number of youth and adult patients and outpatients of limited English-speaking ability.

PROCEDURES

Procedures will include the following activities: (1) identifying patients and outpatients who, prior to institutionalization, were unable to secure adequate gainful employment; (2) developing bilingual vocational education programs for presentation to those patients in need of vocational preparation; (3) using individualized instruction techniques to present vocational educational experiences to individuals in need; and (4) using the bilingual vocational education program to help foster acquisition of basic literacy skills and ability to communicate adequately in spoken and written English in a work setting.

EXPECTED CONTRIBUTION TO EDUCATION

Materials, methods, and techniques used in the project may also be used by other institutions to provide effective training for language handicapped individuals. It is estimated 150 patients/outpatients will be equipped with marketable vocational skills as a result of the program.

APPLICATION NUMBER: 558AH70050 GRANT NUMBER: G007701724

PROJECT TITLE: Bilingual Vocational Training Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Keta Vasquez, Superintendent
Crystal City Independent School District
805 East Crockett Street
Crystal City, Texas 78839 (512) 374-2353

FUNDING PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES

The objectives of the program are to provide bilingual vocational training for 50 students and to successfully place them in jobs. The school district serves a large population of unemployed and underemployed Mexican American people.

PROCEDURES

Training will be offered to 25 students in each of the occupational clusters of printing and clerical skills. The program will be scheduled in the late afternoon and early evening, five days a week for 40 weeks. Project staff will include a project director, liaison officer, and academic and vocational instructors. Assistance will be provided by a bilingual community council of vocational education and a bilingual technical advisory committee. In addition, one or more consultants will conduct inservice education and monitoring of both curriculum development and instruction. The trainees will be screened for language proficiency, educational background, vocational aptitude, and personal need. At the end of the year, project staff will provide placement and followup services for the trainees.

EXPECTED CONTRIBUTION TO EDUCATION

Training and employment assistance will be provided for the 50 selected students. A curriculum guide and instructional materials will be produced for replication in similar projects.

APPLICATION NUMBER: 558AH70149 GRANT NUMBER: G007702067

PROJECT TITLE: Bilingual Vocational Training Program for Emergency Medical Technicians

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
Barbara J. Cramer, Director
School of Health Care Services
Institute of Health Sciences
Texas Woman's University
Denton, Texas 76204 (817) 387-0312

FUNDING PERIOD: January 20, 1977 - December 31, 1978

OBJECTIVES

The purpose of this continued program is to train 18 bilingual emergency medical technicians (EMTs) who will be qualified to take the State of Texas EMT examination. The program will emphasize bilingual medical terminology, English as a second language, and knowledge and skills in basic emergency medical technology.

PROCEDURES

Although intended primarily for Mexican Americans, all Spanish-speaking members of the Dallas community will be eligible for the program, and recruitment will involve various local agencies. The program includes 80 hours of classroom instruction, 40 hours of in-hospital training, and 108 hours of ESL instruction. Staff development activities will be conducted throughout the school year, and faculty will be involved in recruitment, the teaching/learning process, placement, counseling, remedial training, and evaluation.

EXPECTED CONTRIBUTION TO EDUCATION

The program will facilitate the adjustment of Mexican Americans to the urban setting and will help them become functional members of society. It will also serve as a model for bilingual EMT training programs that can be used in other institutions.

APPLICATION NUMBER: 558AH70081 GRANT NUMBER: G007701723

PROJECT TITLE: Bilingual Vocational Training Program

PRINCIPAL INVESTIGATOR AND ORGANIZATION:
J. Hof
Arlington Public Schools
Adult and Career Education
1426 North Quincy Street
Arlington, Virginia 22207

FUNDING PERIOD: August 1, 1977 - July 31, 1978

OBJECTIVES

The objective of the project is to provide vocational training in Spanish, Korean, and Vietnamese to enable those non-native, English-speaking participants to secure gainful fulltime employment in the skills training area.

PROCEDURES

The following will be included in the program: (1) vocational skills training in auto mechanics and paramedics instruction; (2) occupational guidance and counseling, including development of acceptable occupational attitudes and work habits; (3) on-the-job work experience; (4) placement of program participants in fulltime employment in the skills training areas; and (5) followup services to insure continued successful employment. Sixty students will receive a total of 7 instructional hours per day, which will add up to 540 hours, including on-the-job work experience. Staff members and bilingual paraprofessionals will attend cultural awareness training seminars before the program begins.

EXPECTED CONTRIBUTION TO EDUCATION

It is estimated that a minimum of 120 Spanish, Korean, and Vietnamese-speaking persons will be assisted by the program in the course of a year. The training will enable participants to secure gainful employment suited to individual interests and abilities and thus become contributing, tax paying members of the community.

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